

**Clinical Psychology at John Jay College**  
**Student Handbook**  
**2021 – 2022**

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## **Introduction, Mission, and Background**

The purpose of this handbook is to serve as a reference guide for students in the Clinical Psychology Training Program at John Jay College (herein after referred to as the “Program”) physically located at John Jay College and administered within the Doctoral Program in Psychology of The City University of New York (CUNY).

In addition to this handbook, students are expected to read and be familiar with the following:

- 1) The Graduate Center’s Student Handbook, available at [http://www.gc.cuny.edu/CUNY\\_GC/media/CUNY-Graduate-Center/PDF/Publications/Student\\_Handbook\\_web.pdf](http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/Student_Handbook_web.pdf)
- 2) The APA Ethical Principles of Psychologists and Code of Conduct, available at <http://www.apa.org/ethics/code/>

### **Mission Statement**

The mission of the Clinical Psychology Program at John Jay College is to train ethical scientist-practitioners of clinical psychology. The Program prepares students to become scholars, practitioners, and leaders in the academy and clinical settings. The Program also provides students with the education and training necessary to provide professional psychological services within the criminal and civil justice systems. Thus, students are prepared to contribute to both the practice and science of clinical and forensic psychology by providing empirically validated treatments, assessment, and consultative services, as well as through their research endeavors.

### **Program Overview**

The Program is designed to: (1) provide the basic education required to function as a professional psychologist; (2) fulfill the New York State requirements for licensure; and (3) meet the standards established for programs accredited by the American Psychological Association (APA).

The Program is designed to be completed in five to six years. All requirements *must* be met within eight years of matriculation (see Time Limit for the Degree below). It is very important that students remain mindful of these time limits as they plan their courses, research, and clinical training schedules.

The program accepts students with aspirations and goals consistent with the Program Mission. Thus students may seek to become academics, researchers in a variety of non-academic settings, or practitioners in a variety of settings. Students may also become advocates for historically marginalized communities and policy change. Students consult frequently with their mentors, the Director of Clinical Training (DCT), and the Director of Practicum Training (DPT) to tailor course electives, practicum experiences, and research opportunities towards their specific goals. The faculty construes the field of clinical psychology quite broadly, and the expectation is that graduates of the program may have quite distinct areas of emphasis within the broader field of clinical psychology, and especially forensic psychology.

### **Accreditation Status**

The program is fully accredited by the American Psychological Association. Questions about accreditation should be directed to:

The Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st Street, NE  
Washington, DC 20002  
Phone: 202-336-5957  
Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Website: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

## **Organizational Structure**

The Program is supported collaboratively by The City University of New York (CUNY) Graduate Center and John Jay College. The degree conferred upon graduation is granted by the Graduate Center at CUNY. The Program is administered by the Director of Clinical Training (DCT), Dr. Philip Yanos (between 6/1/21 and 6/1/22), who reports to the Executive Officer of Psychology at the GC, Dr. Richard Bodnar, as well as to the Provost of John Jay College, Dr. Yi Li (and his successor, as appropriate), and works in collaboration with the Director of Practicum Training (DPT), Dr. William Gottdiener (between 6/1/21 and 5/31/22). The DCT is responsible for Program development and evaluation, course planning and staffing, managing the budget and all endowments for the program, maintaining relationships and quality of practicum placements, and, most importantly, for admitting high quality candidates and for ensuring and monitoring student progress in collaboration with the Core Clinical Faculty. The DPT assists the DCT and provides specific oversight of the practicum training experiences.

Under the direction of the DCT, the Office is staffed by an Academic Program Specialist (Shakiera Duren) who reports to the DCT and director of the Psychology and Law Ph.D. program. The Academic Program Specialist is responsible for maintaining all forms, papers, student records, and files and transmitting required documents to the Graduate Center.

## **General Program and Curriculum Requirements**

The following are the formal requirements of the Clinical Psychology Training Program.

### **Curriculum**

The curriculum prepares students broadly in clinical psychology and additionally includes emphasis in psychology and the law. The curriculum emphasizes: general clinical assessment, general clinical intervention, and evidence-based practice, within a scientist-practitioner framework wherein both research and practice are emphasized. In addition to general psychological training and specialization in clinical psychology, as students advance, training also includes a specific focus on psychology as applied to the law and legal settings. Many courses also teach about psychological and forensic issues through an advocacy lens with special emphasis on historically marginalized communities.

The curriculum is designed to be sequential and graded in complexity (i.e., covering more general and foundational bases before moving to more specialized materials/competencies). The curriculum works in concert with practicum placements to provide students a combination of didactic and practical experiences designed to ensure competencies in a variety of domains. The curriculum includes a set of general core requirements and a set of requirements for the forensic concentration. There are several streams or progressions of courses designed to scaffold learning. These are keyed to our training goals and objectives and are described below.

Courses meet in person, except in circumstances requiring a reduction in the density of in-person classes (such as those that might be required due to ongoing concerns about the COVID-19 pandemic). Under such circumstances, courses can be converted to a hybrid or fully distance-mediated form, continuing to meet synchronously using distance technology (such as Zoom), in order to facilitate continued discussion and engagement. Continued use of distance technology will be considered in the future depending on APA accreditation requirements.

### *Core Sequence*

A series of course requirements designed to train students broadly and generally in the field of psychology, as well as to meet licensure requirements, is spaced throughout the curriculum. Early foundational courses are offered to prepare students for later advanced courses. Thus, students are required to take Psychopathology I in their first semester in order to prepare for the Assessment and Therapeutic Intervention course sequences.

The requirements in the core sequence include the following:

- 1) Psychopathology I (PSYC 75500)
- 2) Biological Basis of Behavior (PSYC 75102)\*
- 3) Ethical & Legal Issues in Psychology (PSYC 83600)\*\*
- 4) Developmental Psychology I (PSYC 72000)
- 5) Personality and Individual Differences (PSYC 74004)
- 6) Diversity Issues in Clinical Psychology (PSYC 84400)
- 7) Cognitive & Affective Aspects of Behavior (PSYC 71103)
- 8) History of Psychology (PSYC 70000)
- 9) Social Psychology (PSYC 74600)
- 10) Psychometric Methods (PSYC 76000)

\*Students are also required to attend a one-day, non-credit bearing course on Psychopharmacology, which is offered bi-annually.

\*\*It is important to note that while enrolled in Ethical & Legal Issues in Psychology, students must also complete online the New York State mandated Child Abuse and Neglect Reporting Course, to be discussed in class, as part of this course requirement.

### *Research Skills*

The faculty strongly believes that developing proficiency in the area of research design and execution is essential. These skills build the foundation necessary for students to become leaders in scholarship, and also provide skills necessary for competent clinical practice (Presidential Task Force on Evidence-Based Practice, 2006.)

The first Doctoral Exam is designed to get students involved in the process of research early. The main objective of the First Doctoral Exam is for the student to demonstrate a depth of knowledge in the field of psychology and to demonstrate an ability to conduct scientific research. An additional objective of the First Doctoral Exam is the development of scholarly written and oral

presentation skills. Students may choose one of three ways to meet this requirement (original empirical research project, oral defense of an empirical M.A. thesis completed at another institution, or a critical literature review of publishable quality). It is important to note that the First Doctoral Exam should be completed by the end of the first semester of the 2<sup>nd</sup> year, so students should begin discussing their First Doctoral Exam project with their faculty advisor early on during the program. According to Graduate Center policy, students will not be able to register for additional coursework after 45 credits if they have not yet defended the First Doctoral Exam.

Students must also meet requirements for the Second Doctoral Exam (“Second Doc”), which involves the completion of a publishable quality literature review that synthesizes areas of psychology in a new way. The literature review must be deemed publishable by the student’s committee and it must be submitted for publication with the student showing an email noting that it was submitted to a journal of the student’s choice (e.g., *Clinical Psychology Review*). Note that the paper does not have to be accepted for publication. This project often serves as the inspiration for the student’s dissertation. Students must defend their paper to a committee of faculty who may ask students questions about the relationship of their topic to the broader field of psychology. This serves the purposes of assuring student competence in assessing research literature in the field and ensuring that students have depth and breadth of knowledge of an area of interest to them.

Note that the Second Doctoral Exam and Dissertation Proposal must be defended by end of the June prior to applying for internship (e.g., if a student plans to apply for internship in the fall of 2020, their Second Doctoral exam and Dissertation Proposal defense should be completed by June 30<sup>th</sup> 2021). Time extensions due to scheduling issue can be provided but only at the request of the student’s primary advisor. Note that, if a student is required to make changes to their Second Doctoral Exam and Dissertation Proposal, they may do so as long as they are approved prior to applying for internship (thus, if a student unsuccessfully defends in June, they may schedule a new defense in the following September and still be able to apply for internship if their defense is successful).

The courses in the research sequence are:

- 1) Statistical Methods in Psychology I (PSYC 70500)
- 2) Research Methods & Design I (PSYC 70310)\*
- 3) Statistical Methods in Psychology II (PSYC 70600)
- 4) Research Methods & Design II (PSYC 70320)
- 5) Psychometric Methods (PSYC 76000)
- 6) Advanced Statistics Elective (course number depends on course selected) \*\*

\*All students are required to complete CITI Research Training online as part of this course.

\*\* Students must enroll in one advanced statistics elective and may choose from either two rotating elective courses offered at John Jay, the GC, or at one of the schools participating in the Intra- University Consortium (IUDC). Possible courses include Structural Equation Modeling (PSYC 86001) and Meta-Analysis (PSYC 86003).

### *Assessment Skills*

The progression of courses that follows has been designed to ensure competence in clinical assessment.

In the first year, students enroll in Assessment I and Assessment II. Following Assessment I and II, students enroll in Psychometric Methods, where they are required to evaluate specific properties

of assessment instruments (e.g., reliability, validity, specificity).

The last course in this sequence, Forensic Interviewing and Evaluation, covers specialized assessment instruments useful in forensic settings (e.g., tests for competence, malingering, etc.)

The courses in the assessment sequence are:

- 1) Assessment I: Intellectual & Cognitive Functioning (PSYC 82700)
- 2) Assessment II: Personality Functioning (PSYC 82800)
- 3) Psychometric Methods (PSYC 76000)
- 4) Forensic Interviewing & Evaluation (PSYC 83300)

### *Psychotherapy Skills*

A strong belief shared by the faculty is that broad-based general clinical training should precede specific forensic specialization courses. Additionally, in order to maximize learning in practicum experiences, it is important for students to begin clinical training in their first year. Therefore, students enroll in Therapeutic Interventions I - Introduction to Psychotherapy in spring of their first year; this course covers basics of various psychotherapeutic approaches and efficacy and effectiveness data supporting those approaches. In this course, students learn treatment outcome design and methodologies in order to be able to assess various therapeutic approaches.

Students also participate in the “First-Year Clinical Experience,” a term used to refer to the collective structured clinical activities that occur during the first year. This experience consists of clinical work at the John Jay College Counseling Services and Wellness Center for 2.5 hours per week for the entire academic year along with weekly didactic training and group supervision. These training experiences help to set the tone for the First-Year Clinical Experience’s focus on professional ethics and sensitivity to cultural diversity. Students complete an initial orientation to Counseling Center procedures. After orientation, students are assigned to practice conducting intake interviews with Counseling Center staff, and thereafter are assigned to conduct weekly intake interviews. In the spring semester, students are assigned at least 1 short-term (6-12 week) therapy case at the Counseling Center. First-year students meet for two hours each week with the Counseling Center staff and other externs for weekly didactics, and they meet with the DCT and the DPT for group supervision for 1.5 hours per week. Weekly supervision focuses on the processes of conducting an initial therapeutic assessment, principles of establishing therapeutic rapport, “common factors” of psychotherapy success, psychotherapy process, ethical issues, suicide and homicide risk assessment, psychological assessment, countertransference, and addressing diversity issues in clinical practice. The First-Year Clinical Experience helps students prepare for subsequent clinical experiences (off-campus externships) and provides meaningful synergy with their first-year coursework in psychopathology, cognitive and personality assessment, and therapeutic interventions. Hence, the clinical experiences that students receive in the First-Year Clinical Experience are sequential, cumulative, and graded in complexity.

In fall of year two, students enroll in Therapeutic Interventions II - Empirically Supported Treatments. This is a pragmatic course, primarily CBT-focused, where students learn case conceptualization and basic therapy technique (e.g., rapport building, structuring therapy sessions). In this course, students also practice techniques commonly found in evidence-based treatments

(e.g., motivational strategies, cognitive restructuring, formal and informal exposure, skills training, contingency management). During this time, students are also engaged in their first practicum placement, and enroll in Clinical Practicum I, a course that involves secondary supervision of their clinical work by John Jay faculty. The course is taken by all students in the cohort and is designed to maximize the synthesis between course materials and experiential learning.

The third and fourth courses in the intervention sequence are two Advanced Therapy Electives. This requirement may be fulfilled by taking the two regularly offered courses --Dialectical Behavior Therapy and Evidence-Based Treatment of Adults with Severe Mental Illness—or, with the permission of the DCT, by enrolling in an advanced therapy elective that may be offered on a particular therapeutic intervention. The faculty believes that, in order to develop competence in evidence-based interventions, learning must go significantly beyond survey-type courses. The goal of this third therapy requirement is for students to learn and practice an Empirically Supported Treatment to the level of basic competence and to be familiar with and aspire to the level of adherence in the treatment.

While the last two courses are taken, students are placed in their second, and usually third, practicum placements, and are enrolled in Clinical Practicum II. This course entails supervision of cases by John Jay clinical faculty with expertise relevant to their placement, typically done in pairs or groups of three.

The courses in the psychotherapy sequence are as follows:

- 1) Therapeutic Interventions I - Introduction to Psychotherapy (PSYC 83900)
- 2) Clinical Practicum I (PSYC 84100)\*
- 3) Therapeutic Interventions II - Empirically Supported Treatments (PSYC 83902)
- 4) Clinical Practicum II (PSYC 84200)\*\*
- 5) Advanced Therapy Elective I (e.g., PSYC 82909 Evidence-Based Treatment of Adults with Severe Mental Illness)
- 6) Advanced Therapy Elective II (e.g., PSYC 80103 Dialectical Behavior Therapy)\*\*\*

\*Note: This course is taken twice for credit, in the Fall and Spring of second year, and may be taken for 1 credit.

\*\*Note: This course is taken four times for credit, in the Fall and Spring of third and fourth years, and may be taken for 1 credit.

\*\*\*Note: The DBT course requires the completion of an online DBT skills training component through the Behavioral Tech website. The cost of this online component is \$199.

### *Forensic Concentration Requirements*

When students have developed a sound understanding of the field of psychology, as well as basic competencies in clinical psychology, they begin coursework emphasizing psychology and law. The first course in the sequence (“Law In Forensic Psychology”), provides students with an overview of mental health case law and related issues, is taken first, as this course provides the framework for all other forensic concentration courses. The second course in the sequence (Introduction to Forensic Psychology), focuses on issues relevant to the forensic practitioner . Students also generally complete one advanced practicum placement that addresses forensic issues or that takes place in a forensic setting. Students must take the following courses in order to fulfill the forensic concentration requirements.

The courses in the forensic concentration sequence are:

- 1) Law and Forensic Psychology (PYSC 80103)

- 2) Introduction to Forensic Psychology (PSYC 80600)
- 3) Forensic Interviewing and Evaluation (PSYC 83300)
- 4) Forensic Elective (e.g., Children, Psychology & the Law (PSYC 70362))\*

\*Note that students can take a forensic elective via the IUDC (e.g., Civil Psychology and the Law or Criminal Psychology and the Law at Fordham University) or by taking a course from the Psychology and Law Doctoral Program.

### *Teaching Skills*

A goal of the Program is for students to develop competence in the teaching of psychology. The only formal course requirement for this sequence is the Seminar and Practicum in the Teaching of Psychology Course (a 3-credit bearing, required course, PSYC 79900). In this course, students learn the basic elements of successful teaching including classroom management, dealing with problem behaviors in class, motivating unmotivated learners, creating meaningful assignments, and using writing in the curriculum. The course is taught by multiple faculty members who have been recognized for teaching excellence. The course culminates in students developing their own syllabus. Students gain teaching experience first by serving as a teaching assistant in a large lecture course, such as Introduction to Psychology. Students are expected to serve as “recitation” instructors for break-out sections of large lecture courses in their third or fourth years.

Students work with their mentors and the DCT to develop teaching portfolios consistent with their long-term goals. Because of the collaborative relationship between the doctoral program and the John Jay College Psychology Department, students are matched with courses consistent with their training goals. Students in their third year and beyond can, with the approval of the DCT, teach one course per semester as a paid Adjunct Lecturer in order to build their teaching portfolios (Note that students with MA degrees may be able to teach as adjuncts earlier, provided that they have taken the Teaching of Psychology Course). Students must maintain satisfactory progress in all areas in order to take advantage of this opportunity and may not teach more than one course per semester. All students are required to teach at least one course before graduating, and this requirement applies to all students, regardless of their funding source. However, there is flexibility in how this requirement can be completed, as it can be an on-campus course, an online course (providing training to teach online has been completed), or a co-taught course and may be taught in the spring, fall, summer, or winter sessions.

The course in the teaching sequence is:

- 1) Seminar and Practicum in the Teaching of Psychology (PSYC 79900)

### *Supervision and Consultation*

A further goal of the Program is to prepare students for roles as supervisors and consultants. During the course of the Program, students take a required course in Supervision and Consultation (PSY 85408). In addition, consultation and supervision opportunities occur in practicum settings.

The course in the supervision and consultation sequence is:

- 1) Supervision and Consultation (PSYC 85408)

**Clinical Psychology at John Jay College Model Curriculum  
(Students entering on an *even* year)**

	<b>Fall Semester</b>		<b>Spring Semester</b>	
<b>Year 1</b>	70500	Statistical Methods in Psychology I	70600	Statistical Methods in Psychology II
	70310	Research Methods and Design I	70320	Research Design and Methods II
	82700	Assessment I (Intellectual and Cognitive Functioning)	82800	Assessment II (Personality Functioning)
	75500	Psychopathology I	83900	Therapeutic Interventions I – Introduction to Psychotherapy
	74004	Personality and Individual Differences	74600	Social Psychology
<b>Year 2</b>	84100	Clinical Practicum I	84100	Clinical Practicum I
	83902	Therapeutic Interventions II – Empirically Supported Treatments	72000	Developmental Psychology I
	83600	Ethical & Legal Issues in Forensic Psychology	84400	Diversity Issues in Clinical Psychology
	75102	Biological Basis of Behavior	TBD	Advanced Therapy Elective
	71003	Cognitive and Affective Aspects of Behavior	79900	Practicum and Seminar on the Teaching of Psychology
<b>Year 3</b>	84200	Clinical Practicum II	84200	Clinical Practicum II
	80103	Law and Forensic Psychology	TBD	Advanced Therapy Elective II
	85408	Supervision and Consultation	80600	Introduction to Forensic Psychology
	70000	History of Psychology	TBD	Free Elective
<b>Year 4</b>	84200	Clinical Practicum II	84200	Clinical Practicum II
	TBD	Advanced Statistics Elective	TBD	Forensic Elective
	83000	Forensic Interviewing and Evaluation	76000	Psychometric Methods
<b>Year 5</b>	<b>Internship</b>			

**Clinical Psychology at John Jay College Model Curriculum  
(Students entering on an *odd* year)**

	<b>Fall Semester</b>		<b>Spring Semester</b>	
<b>Year 1</b>	70500	Statistical Methods in Psychology I	70600	Statistical Methods in Psychology II
	70310	Research Methods and Design I	70320	Research Design and Methods II
	82700	Assessment I (Intellectual and Cognitive Functioning)	82800	Assessment II (Personality Functioning)
	75500	Psychopathology I	83900	Therapeutic Interventions I – Introduction to Psychotherapy
	83600	Ethical & Legal Issues in Forensic Psychology	84400	Diversity Issues in Clinical Psychology
<b>Year 2</b>	84100	Clinical Practicum I	84100	Clinical Practicum I
	83902	Therapeutic Interventions II – Empirically Supported Treatments	74600	Social Psychology
	74004	Personality and Individual Differences	80600	Introduction to Forensic Psychology
	70000	History of Psychology	TBD	Advanced Therapy Elective I
	80103	Law and Forensic Psychology	79900	Practicum and Seminar on the Teaching of Psychology
<b>Year 3</b>	84200	Clinical Practicum II	84200	Clinical Practicum II
	75102	Biological Basis of Behavior	72000	Developmental Psychology I
	83300	Forensic Interviewing and Evaluation	TBD	Advanced Therapy Elective II
	71003	Cognitive and Affective Aspects of Behavior	76000	Psychometric Methods
<b>Year 4</b>	84200	Clinical Practicum II	84200	Clinical Practicum II
	85408	Supervision and Consultation	TBD	Forensic Elective
	TBD	Advanced Stats Elective	TBD	Free Elective
<b>Year 5</b>	<b>Internship</b>			

## **Transfer Credits**

Students who have taken courses beyond the undergraduate level at an accredited institution (e.g., Middle States Accreditation) may request to have no more than 12 credits (i.e., the equivalent of 4 courses) transferred. The transfer of credits will be considered on an individual basis by examining in detail the course syllabi and other materials for each course for which a transfer of credits is being requested. It is the determination of the DCT whether courses are eligible for transfer. The only courses which are eligible for transfer are those in which students have received a grade of B or higher. In order to get a course transferred, the student must present the DCT with transcripts showing the course grade and the course syllabus so it can be determined if the course is of the same rigor as courses in the program. The DCT will send the syllabus to a faculty member in the program who is an expert in the topic of the course the student wants transferred. If the faculty expert agrees that the course is appropriate, then the student will be allowed to transfer the course.

In general, the courses that are eligible for consideration to be transferred are courses that are equivalent to:

- 1) Research Methods and Design I
- 2) Statistical Methods in Psychology I
- 3) History of Psychology
- 4) Practicum and Seminar on the Teaching of Psychology
- 5) Personality and Individual Differences
- 6) Developmental Psychology
- 7) Social Psychology
- 8) Cognitive and Affective Aspects of Behavior
- 9) Biological Basis of Behavior

The program will make exceptions on a case-by-case basis for other courses. Note, however, that credit for clinical courses cannot be transferred into the program.

## **Enrolling in Courses at Other Universities: The IUDC**

The Graduate Center is a member of the Inter-University Doctoral Consortium (IUDC), which provides for cross-registration among member institutions. Matriculated Graduate Center doctoral students may cross-register for doctoral study in the graduate schools of arts and sciences of the following institutions: Columbia University (including Teachers College), Fordham University, New School University, New York University (including Steinhardt School of Education), Princeton University, Rutgers-New Brunswick (State University of New Jersey), and Stony Brook (State University of New York). The general terms for participating in the inter-university cross-registration project are as follows:

- 1) A student must be matriculated full- or part-time in a doctoral (not master's) program at one of the participating institutions.
- 2) A student must have completed at least two semesters of graduate study at the home institution and, as a Graduate Center student, be between the second and sixth year of enrollment.

- 3) The courses available for cross-registration should not normally be available at the home institution. **Required courses can be taken, but only in the rare circumstance that the course is not offered at the home institution.**
- 4) Participation in cross-registration is subject to approval by the deans of the home and host institutions.

Taking courses through the IUDC or through the Master's program at John Jay College requires permission from the DCT and requires that the student coordinate with a variety of offices (including the Offices of the Registrar at both the host institution and the Graduate Center).

Importantly, when students take courses via the IUDC they must obtain a copy of the most recent syllabus for the course they are proposing to take. The DCT and faculty members who are experts in the subject then review the syllabus. The student will be permitted to take the course, whether it is a required course or an elective course, only after the syllabus has been determined to meet the Program's requirements for the substituted course.

Please note that only courses taken at universities in the consortium and during the school year are covered under students' financial aid awards. In other words, students who elect to take courses during the summer or at institutions outside of the consortium are responsible for paying their own tuition (i.e., tuition for summer courses is not covered by students' financial aid awards nor in exchange for students' provision of teaching services to John Jay College). Information about the Inter-University Consortium is available on the Graduate Center website: <http://www.gc.cuny.edu/Degrees-Research/Doctoral-Programs/Interuniversity-Doctoral-Consortium>

Note that, at present, the Graduate Center has indicated restrictions on registering through the IUDC due to the COVID-19 pandemic. Students will be informed once these restrictions are lifted.

## **Research Requirements**

Learning to conduct research in psychology is a crucial component in the education of students in the Program. Research competence is achieved through a variety of means, and students are expected to avail themselves of the opportunities the Program offers to acquire the knowledge and skills required for such competence. Although the focus of the research requirement is the First Doctoral Exam and Dissertation Research, students should be aware that there are a multitude of other ways in which the Program strives to educate students in this area, including conferences, brown bag seminars, colloquia, and open First Doctoral Exam presentations and dissertation defenses. Students are required to attend these in order to broaden their base of knowledge.

The Program requires every doctoral student to demonstrate competence in research. The curriculum provides courses that include the technical research skills necessary to become independent investigators (see the Research progression described above).

### **First-Year Clinical Experience (Pre-Practicum Experience)**

Students engage in clinical work during their first year in the program in what is called the First-year clinical or pre-practicum experience. This experience also prepares them to engage in more complex clinical experiences in externships beginning in year two of the program. First-year students work 2.5 hours per week doing clinical work in the John Jay College Counseling Services and Wellness Center. They conduct intake interviews throughout the academic year and in the second semester see one client for psychotherapy. They also attend a weekly didactic seminar presented by the Counseling Center staff. Other doctoral programs in the New York City area send their doctoral students to the John Jay College Counseling Center for externships. These students also participate in the weekly didactic seminar. In addition, first-year students attend a 1.5 hour weekly clinical supervision group run by the DCT and DPT, who provide the primary clinical supervision to the first-year students. The first-year clinical experience is designed to be a pragmatic compliment to the first-year Psychopathology I and Therapeutic Interventions I courses. Students are evaluated on their development as clinicians at the end of each semester by the DCT and DPT.

### **Clinical Externships (Clinical Practica)**

Practicum placements provide students with practical experience and prepare them for their internship. Students are required to procure practicum placements during their second, third, and fourth years. Students may also wish to obtain externship experiences during summers.

In order to apply externship hours towards the internship application process, the DCT must approve the externship placement, and a supervisor's evaluation must be placed in the student's file.

Each fall, the DCT & DPT hold a meeting to update students on new placement sites, as well as to discuss current application procedures. First and second year students are required to attend the meeting or, in unusual cases, make alternate arrangements to meet with the DPT, and all other students are encouraged to attend. A database of sites is maintained in the Program Office that includes student ratings of their experiences at various sites. Students are required to prepare a list of sites to which they plan to apply and submit it to the DPT in January. (The due date for applications can change from year-to-year, but is usually around January 20<sup>th</sup>). Students may then meet individually with the DCT and DPT to discuss their proposed sites and their individualized training goals. The student must have the approval of the DPT and DCT to apply to and accept a placement. This ensures that students' training and supervision are of high quality and that, as a Program, we continue to maintain strong, collaborative relationships with competitive, high-quality placement sites. (Students who do not discuss their externship choices with the DPT and DCT sometimes apply to places that are a poor fit and then have difficulty obtaining an externship.)

Practicum placements in New York City are competitive, and there are uniform dates for applying, interviewing, and accepting placements. These change each year and are sent by the DPT to all students.

Note that the number of sites that students are permitted to apply to is revised annually by the New

York/New Jersey Association of Directors of Training (NYNJADOT, [nyjadot.apa.org](http://nyjadot.apa.org)). Most recently, students applying for their first externships can apply to ten placement sites while more advanced students can apply to fewer sites (rising 3<sup>rd</sup> years can apply to eight, rising 4<sup>th</sup> and 5<sup>th</sup> years can apply to six). Students should ask the DCT and DPT about the rules before applying for an externship because they are subject to change. Most sites require letters of recommendation from the student's advisor, the DCT/DPT, a clinical professor, or the student's current or former clinical supervisors. Additionally, many sites require a letter of readiness from the DCT. Some sites require students to submit a CV, a cover letter, and a sample intake or test report (usually for advanced students). After meeting with the DCT/DPT, it is the student's responsibility to submit the sites where the student plans to apply, along with contact information for the Director, and all application requirements to the Program Office and the DCT/DPT (two to three weeks in advance of the date that the letters are needed). Students may not apply for placements prior to the application date, but are encouraged to apply as soon after that date as possible.

Once a student accepts a position, they are obligated to attend that placement (note that exceptions to this have been made recently given health concerns at some sites amid the COVID-19 pandemic). Thus, students are encouraged to have ongoing discussions with their mentor and the DPT/DCT throughout the process. The training model of the Program requires that students obtain general clinical assessment and therapy placements prior to placements offering specialized training in the student's area of interest (e.g., forensic assessment). The choice of placements should be viewed as part of an entire clinical training program; thus, students should strive for breadth of knowledge and training activities early in training, followed by more depth of knowledge and specialized experiences by the completion of their fourth academic year. It should be clear, however, that general assessment and therapy skills can be obtained in a variety of contexts. The program, therefore, allows students to attend externships that are set in a context that is interesting to the student, such as a forensic context, as long as it is clear that the clinical training is broad and general and not focused on narrow specialty skill development.

One way to evaluate practicum placements is to determine the extent to which they contribute positively to experiences considered on the APPIC internship application form. One should discuss placements in light of the quality, quantity, and modalities of supervision, the number and type of face-to-face clinical hours afforded by the placement, and the fit with the student's long term career goals (e.g., will provide experience helpful to obtain the type of internship one is seeking.)

Students must register for a Clinical Practicum course each semester that they are attending an externship placement. As part of the practicum course, all students on their first placement (second year of the program) enroll in the Clinical Practicum I course. This course involves weekly discussions and didactic materials with the entire cohort designed to enhance the first placement experience. Students in their second placement and beyond, register for the Clinical Practicum II Course. This course involves meeting individually or in small groups (no more than three) with a core or associated faculty member for secondary supervision, ideally with a faculty member who has specialized expertise relevant to the student's placement. All primary supervision and official responsibility for cases is provided onsite by supervisors at the externship site. However, all cases are also supervised by the Program faculty in order to ensure that placements are of a high quality, and in order to maximize student learning, particularly

around best practices and empirically supported therapeutic techniques. The supervision provided by Program Faculty is called secondary supervision.

Note that new APA regulations require that at least some part of the student's clinical work be directly observed by the on-site supervisor (either in person or electronically, with some visual component). Externship supervisors have been notified of this regulation, and they may conduct direct observation by observing a range of clinical interactions, including group facilitation, an intake interview, a therapy session, or an assessment meeting. Evaluation forms require that the supervisor attest to this. Direct observation is not required for secondary supervisor evaluations.

Students may not do clinical work of any sort without the approval of the DCT. All students are also required to maintain APAIT insurance (available at [www.apait.org](http://www.apait.org)) for a fee (typically \$35 per year). This also covers any approved work you do outside of externship course (e.g., summer placements).

To successfully complete the Clinical Practicum during each semester in which students are registered for externship, students must:

- 1) Have the placement supervisor submit the Clinical Evaluation Form. This form is available in the Program office and is also emailed to students at the end of each term.
- 2) Receive a passing evaluation from the externship supervisor and their secondary supervisor (Clinical Practicum supervisor among the Program faculty). Students who do not pass an externship placement (that is, receive an overall rating of 2 on the supervisory evaluation) will be expected to successfully complete an additional externship that includes addressing the particular competencies found to be deficient. This placement would be determined in close collaboration with the DPT/DCT and would be monitored as part of a formal remediation plan. Students receiving questionable to poor evaluations from more than one placement (for example, by repeatedly receiving problematic ratings [of 1 or 2 on 5-point scale] on a supervisory evaluations), or students who fail to respond successfully to a remediation plan, may be terminated from the program.

## **Internships**

The final clinical requirement is the completion of a one-year internship. As discussed above, in order to apply for internship, students must successfully defend their Second Doctoral Exams and their Dissertation Proposals by June 30th of the year they plan to apply (note that students are responsible for determining the availability of committee members for a potential defense date). Detailed information on available internships and application materials is available from the Association of Psychology Postdoctoral and Internship Centers (APPIC) Uniform Application ([www.appic.org](http://www.appic.org)). The following details are specific to and required of Program students:

- 1) Prior to applying to internship sites, students must schedule an appointment with the DCT, and provide a summary of their accrued hours in various categories. Together, the

entire portfolio of experiences will be examined, and the DCT will make a recommendation about whether the student is “ready to apply.” It is the position of the Program that many factors enter into decisions about when to apply. For some students, it may be advisable to apply and complete their dissertation in their fifth year (often with a placement that includes more limited hours to build additional training experience). In such instances, efforts will be made to assist students with identifying funding sources (such as adjunct teaching or research assistantships) in the event that they delay applying for internship beyond the fifth year. Students are forbidden from applying for internship without the Program’s approval, which is communicated to students by the DCT.

- 2) Students must submit a list of internship sites to which they anticipate applying to the DCT. The fee structure for applications is such that students are charged more as the number of sites applied to increases. (Recent classes have been applying to 15 to 20 internship placements). The DCT and DPT will review this list and may suggest changes or alternatives.
- 3) In December, faculty host “mock interviews” where students are invited to role-play an interviewee and faculty members, serving as interviewers, ask some of the typical as well as unexpected or challenging questions that students may encounter. Faculty will provide students with feedback on their answers and demeanor and will answer questions about interviewing. Students who have done mock interviews find that it helps them feel well-prepared for internship interviews, especially if interviewers ask inappropriate questions, such as whether the applicant is in his or her own therapy.
- 4) Throughout the process, mentors and the DCT are available to students to discuss their individual training goals, how sites fit with these goals, strategies for the APPIC Match given students’ strengths and weaknesses, feedback on essays, and pragmatic issues (e.g., travel, managing practicum absences, etc.). Students are required to meet with the DCT and/or DPT at least 3 times during the internship application process: once early in the process to generate ideas about sites of potential interest and think about essays, a second time to review essay drafts and the final list of sites, and a third time prior to interviewing to role-play responses to typical interview questions.
- 5) The internship application process can be anxiety provoking. Our students have generally done very well in the APPIC Match. It is recommended that students are cautious with regard to posting and viewing of internship application-related social networking sites. This is both a means to avoid unnecessarily increasing anxiety and to maintain appropriate professionalism. Please also practice good self-care (e.g., diet, exercise) during this stressful and lengthy process.

Students must obtain the Association of Psychology Postdoctoral and Internship Centers (APPIC) Uniform Application from their web page at [www.appic.org](http://www.appic.org) and complete it online. For information on obtaining a New York State license in psychology, please see Appendix 5.

## **Other Academic Requirements**

### **First Doctoral Examination**

The Clinical Psychology Training Program requires independent scholarly work in the form of a First Doctoral Examination. The main objective of the First Doctoral Exam is for the student to demonstrate a depth of knowledge in the field of psychology and to demonstrate an ability to conduct scientific research. An additional objective of the First Doctoral Exam is the development of scholarly written and oral presentation skills. Please see Appendix 1 for the procedures for completing the First Doctoral Examination.

### **Second Doctoral Examination**

The purpose of the Second Doctoral Examination is to evaluate the student's in-depth knowledge about a specific topic area in psychology. The topic area selected by the student will be the likely topic of the student's dissertation research, but it can be on any topic of the student's choosing based on individual research interests. The second doctoral examination is to be written as an in-depth critical literature review akin to those found in publications, such as *Psychological Bulletin* and *Review of General Psychology*. The second doctoral examination must be considered publishable by the student's committee, and the manuscript must be submitted for publication to a peer-reviewed journal. The student must show proof to the committee and the DCT that the manuscript has been submitted for review. The student cannot submit the manuscript to an open access journal unless the journal has been approved by the student's committee. Please see Appendix 2 for the procedures for completing the Second Doctoral Examination.

### **Comprehensive Doctoral Exam/Clinical Case Study**

The Comprehensive Doctoral Examination serves two purposes. Its first function is educational. It defines, in a general sense, what the faculty believes well-educated doctoral students in psychology should know in psychological and related literatures upon completing their doctoral training. The reading list for the examination provides a highly selected fraction of the classic and current literatures on important topics, as well as scientific articles in current forensic and applied psychology journals. Preparation for the examination is designed to ensure exposure to and knowledge of this literature whether or not the same material is encountered in specific courses or seminars.

The second function of the Comprehensive Doctoral Examination is to assess student competence in acquiring, integrating, and thinking creatively in respect to knowledge of research and scholarly literatures. This Examination ensures the demonstration of competence in psychological theory, research methods, ethics, and psychological practice, in accordance with state license regulations and/or other formal standards for psychological practice. Please see Appendix 3 for the procedures for completing the Comprehensive Doctoral Examination.

The Program decided to alter the Comprehensive Examination process starting in the fall of 2016. Students who entered the program before fall of 2016 and who have not taken the Comprehensive Examination have the option of either taking the examination in its prior form or writing a case study. From fall 2016 onwards, students will have to write a case study to fulfill the Comprehensive Examination requirement.

The Clinical Case Study is designed to help students to link theory, research, and clinical practice. Students have the choice to write a case study about a psychotherapy patient or testing patient. Students should select a clinical case that is different from the one they present in their Clinical Case Presentation (see page 21, below). The case study will follow the format used in the journal *Clinical Case Studies* with the addition of sections on ethics and diversity. The format works well for psychotherapy cases, but must be modified for testing cases. Those modifications will be made by students and their committee members according to the idiosyncratic nature of the case. All case studies, however, must contain the following parts: 1. Theoretical and Research Basis for Treatment/Assessment, 2. Case Introduction, 3. Presenting Complaints/Reason for Assessment Referral, 4. Patient History, 5. Assessment for Psychotherapy/Clinical Interview Results for Assessment, 6. Case Conceptualization, 7. Course of Treatment and Assessment of Progress/Testing Results, 8. Complicating Factors, 9. Access and Barriers to Care, 10. Follow-up (if it was possible to do), 11. Treatment Implications of the Case, 12. Relevant Ethical Issues, 13. Relevant Diversity Issues, 14. Treatment/Assessment Implications of the Case, 15. Recommendations to Clinicians and Students. The case study must be passed by approval of 2 members of the core or associated clinical faculty. The criteria for passing the case study is that the case study must be deemed to be of the quality that are published in the journal *Clinical Case Studies*. The student will receive a letter from the DCT indicating that the case study has been passed. The case study must be passed before the student becomes a Level III student. The Clinical Case study is evaluated by faculty evaluators using the “Clinical Case Study Evaluation Form” (see Appendix 9).

### **Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas**

In response to the APA’s transition to the “Standards of Accreditation in Health Service Psychology,” (<http://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf>), students are also required to demonstrate “Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas,” in the defense of their second doctoral exam or comprehensive doctoral exam/clinical case study. Advanced Integrative Knowledge can be demonstrated by showing integration of at least two basic discipline-specific content areas (i.e., affective, biological, cognitive, social, or developmental aspects of behavior) in an evaluated education experience. Students’ integration of these areas in the second doctoral exam or comprehensive doctoral exam/clinical case study is evaluated by students’ respective committee members using the “Advanced Integrative Knowledge Evaluation Form” (see Appendix 8).

### **The Dissertation**

The Doctoral Dissertation is the culmination of the student's research training in psychology. The scope of the research is more ambitious than that in the First Doctoral Examination research project, yet it should not be of such scope as to be incapable of completion in a reasonable period of time, and, in any case, within the eight-year limit set by the Graduate Center for the completion of doctoral training. Students should realistically plan for completion long before the deadline is reached. The expectation is that the idea for the research and its plan will be developed by the student, in consultation with the student’s faculty advisor. Students may, but are not required to, use the research topic from their Second Doctoral Exam as a basis for the dissertation. All dissertations must be based on original research, and must clearly demonstrate

the candidate's ability to work at the frontiers of the field. Please see Appendix 4 for the procedures for completing the Dissertation.

## Evaluation Procedures

A student's progress towards his or her degree is evaluated according to two sets of criteria, academic and professional performance. Academic performance relates to successful completion of formal program requirements, including, for example, coursework, comprehensive exams, and the dissertation proposal. Professional performance includes supervisor and faculty assessments of clinical competency, as well as professional demeanor and behavior observed in the Program, at placements, and at professional conferences. Students must demonstrate competence in both of these overlapping domains.

The full faculty of the Program evaluates student status and progress at the end of the spring semester of each year. In addition, first-year students are evaluated by the faculty at the conclusion of both fall and spring semesters. The purposes of these evaluations are (1) to ensure that students maintain a satisfactory level of performance and (2) to ensure that they are working toward fulfilling the requirements of the Program in a timely manner.

At the end of each academic year, all students are required to complete a Student Activity Report (SAR), which requests information about the student's research, clinical, teaching, curricula, service, and professional progress towards graduation made during the current year. First-year students, however, complete a SAR at the end of each semester in order to ensure that first-year students are effectively adjusting to the program by the end of the first semester. The SAR must be approved by the student's faculty advisor; and both the SAR and the student's current curriculum vitae should be provided to the student's advisor prior to the faculty evaluation meeting. The SAR is also reviewed by the DCT each semester to allow adequate time for any remediation plan (see below, for further information on remediation plans) to be completed by the student before their next full faculty review to address any deficiencies noted.

Following the student evaluation meeting, a letter discussing the faculty's findings regarding each student's progress is prepared by the DCT. The letter is sent to each student and placed in the student's file. All faculty advisors are expected to meet with their students to discuss the letter and talk about any problem areas. Students who are not performing satisfactorily will be informed in writing and, if appropriate, placed on probationary status. In these cases, efforts will be made to determine the nature of the problem and to help the student improve in any deficient area. Students in these circumstances who do not improve, however, may be asked to withdraw from the program. In such cases, students may appeal the decision as detailed in the *Grievances and Appeals Procedures* section. If there is evidence that fair procedures were not followed, further appeals can be made to the Executive Officer of Psychology. Information on academic progress and appeals procedures can be found in the GC Student Handbook on pages 54 and 64 and available here: [http://www.gc.cuny.edu/CUNY\\_GC/media/CUNY-Graduate-Center/PDF/Publications/Student\\_Handbook\\_web.pdf?ext=.pdf](http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/Student_Handbook_web.pdf?ext=.pdf)

## **Remediation Plans**

As stipulated in the American Psychological Association’s “Implementing Regulation for the Standards of Accreditation” (<https://www.apa.org/ed/accreditation/section-c-soa.pdf>), programs must evaluate if minimal levels of achievement are met in particular areas of competency. Each year, at the end of the spring semester, program faculty complete a review of student progress in a range of areas related to coursework, research, clinical work, diversity and professional ethics and considers if student progress meets acceptable levels in these areas. In the event that students do not achieve minimal levels of achievement in a given area, “Remediation Plans” are recommended to assist students to be able to progress in the program (see <https://www.apa.org/ed/graduate/competency-resources>). Lack of achievement of minimal standards could be indicated by receiving a course grade below a B-, by receiving one or more problematic ratings (of 1 or 2 on 5-point scale) on a supervisory evaluation, or based on evidence of unethical behavior (e.g., plagiarizing work in a class). Informal meetings may be held to assess the extent of remediation necessary and to gain student input and buy-in into the remediation process. Remediation plans are enacted after consultation with the student’s advisor, discussion with the student, and discussions with additional faculty (selected either because they know the student well, or have a particular expertise in the area that needs to be addressed) may be asked to serve on an ad hoc “remediation committee” to work with the student on achieving the plan. Remediation plans are individualized to address the specific needs of the student and may include a range of activities. The goal of remediation plans is to support students in their progress and training so that students can succeed in the program and their careers and be considered ready for internship.

## **Professional Development**

The Program seeks to facilitate students’ professional development. In accordance with this goal, students are provided many opportunities to participate in professional organizations, seminars and colloquia, and research collaborations at local, regional, national, and international levels. Students maintain student-affiliate memberships in professional organizations such as the American Psychological Association, the American Psychology-Law Society, and the Association for Psychological Science. The newsletters, newspapers, and journals offered by these organizations, often at reduced rates to student members, afford students the opportunity to remain abreast of current professional issues and research in the field of psychology. All students are encouraged and expected to attend and present research and educationally-related talks at the national conferences of these organizations.

Although all students are expected to present frequently at national and international conferences, they are required to present at a minimum of one such conference in order to meet the requirements for successful completion of their studies.

## **Professional Affiliations**

Students are encouraged to join one or more professional associations and to consider

attending their annual meetings. These organizations typically offer substantial discounts for student affiliates, and one of the benefits of membership is receiving research journals. Some of the associations with which the Faculty are affiliated include the American Psychological Association (<https://www.apa.org>), Association for Psychological Science (<http://www.psychologicalscience.org>), and the American Psychology-Law Society (<http://www.ap-ls.org>). Students are strongly encouraged to join at least one professional organization.

## **Student Presentations and Publications**

All students are required to conduct at least one professional presentation at a national conference (e.g., the American Psychology-Law Society annual meeting). Virtual presentations, which have become common since the COVID-19 pandemic, may be suitable. The faculty encourages students to present their research at professional meetings and recognizes that scholarly presentations by our students reflect very well upon our Program. Students are expected to consult with their advisor prior to submitting an abstract for review by professional organizations and prior to making a presentation. Such consultation is also expected prior to submitting a manuscript for consideration for publication in a journal. Arrangements for joint authorship among faculty and students are matters for those parties involved to decide in accordance with APA ethical guidelines on this issue. However, even in cases where students are the sole authors of a presentation or publication, consultation with their advisor or DCT is required if they plan to present themselves as being affiliated with our Program.

While the review of proposals for presentations and manuscripts for publication is typically blind, students should identify themselves in cover letters as having affiliations with John Jay College and The City University of New York as either graduate students or doctoral candidates (when they have advanced to candidacy). Clinical psychology doctoral students are also part of the Graduate Center. Hence, it is necessary that students officially recognize their institutional affiliations on publications and presentations. The official institutional affiliations for manuscripts and presentations are: John Jay College of Criminal Justice of The City University of New York and the Graduate Center of the City University of New York. The official name of the doctoral program, however, is the Clinical Psychology Doctoral Program of the Graduate Center of the City University of New York at John Jay College.

It is important for students and their advisors to view progress in the Program as the consequence of a series of decisions that take into account Program requirements as well as the students' individual goals and research interests. Students should meet regularly with their advisor(s) to discuss coursework, progress in the Program, professional development, and any difficulties that may be encountered. Future plans should be reformulated to take into account changes in student objectives and any possible changes in Program requirements and practices. For questions regarding the Program, curriculum, practicum, research, or internship, the student's advisor(s) and/or the DCT should be consulted.

In addition to presenting at professional conferences, students are also required to present at one internal program "clinical case conference" prior to graduation. Case conference presentations typically last from 1 hour to 1 hour and 30 minutes. This presentation can be of a psychotherapy

or assessment case, and should review the presenting problem, present the case conceptualization, and discuss the type of treatment or assessment approach chosen, as well as the course of treatment (if applicable) or assessment findings. The presentation should integrate relevant literature and also discuss issues such as the impact of cultural diversity on the case. Students typically complete case presentations in their 3<sup>rd</sup> and 4<sup>th</sup> years. Students interested in conducting a case conference presentation should consult with the DCT for more information on the appropriate structure of the presentation (see also Appendix 7 in this handbook). Note that clinical case conference presentations should be based on clinical cases different from those presented in the Clinical Comprehensive Exam/Clinical Case Study.

### **Attending Other Program Activities**

In addition to taking classes and completing other requirements as described above, students are expected to attend regularly occurring program activities, including monthly “Brown Bags” and “Case Conference” presentations. “Brown Bag” presentations are made by either program faculty or invited outside speakers and are on topics of relevance to clinical and forensic psychology. Students are expected to attend “Brown Bag” presentations unless they have another training activity scheduled at the same time (e.g., a required day at externship or a conference presentation). “Case Conference” presentations (described above) are made by other clinical students; attending case conferences is essential as a way of supporting fellow students and has an important educational function, as it exposes students to discussions of interesting clinical issues.

## **Program Procedures and Resources**

### **Orientation**

In the week prior to the start of the fall semester, an orientation meeting is held at John Jay College for new students. At this meeting, the faculty and students are introduced to each other, the Program and its requirements are discussed, and general housekeeping procedures are explained. Additionally, the Graduate Center holds an orientation for all incoming doctoral students. This all-day event is usually held during the week before classes start and includes more general information on Graduate Center policies and procedures.

### **Graduate Center Student Handbook**

Students are advised to consult the Graduate Center Student Handbook, which is published each year by the Graduate Center. It contains the academic calendar, tuition and fee schedules, information on the offices of CUNY, including the financial aid office, and a great deal more that is of vital importance to students.

The handbook is available at [http://www.gc.cuny.edu/CUNY\\_GC/media/CUNY-Graduate-Center/PDF/Publications/Student\\_Handbook\\_web.pdf?ext=.pdf](http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/Student_Handbook_web.pdf?ext=.pdf)

## **Mentoring, Faculty Advising, and Course Planning**

Each student is required to have a faculty mentor for the duration of his/her course of study. In ongoing consultation with the student, the advisor reviews program requirements and deadlines, advises students on courses taken each semester, reviews student progress, approves registration

and other forms and requests, and reviews the annual faculty reviews of student progress. In addition, the student will be incorporated into the mentor's research lab and/or another faculty member's lab (with the agreement of the mentor).

The Admissions Committee carefully matches each incoming student with a faculty mentor. Attempts are made to assign students to advisors who share similar research interests. During the first year, the mentor will be responsible for completing paperwork and evaluations on behalf of the student and to facilitate progress towards completion of the first doctoral examination. We employ a flexible match model where students are free to do research with more than one faculty member, so long as they are making satisfactory progress toward program goals. Students may also switch mentors, however, students are encouraged to do so after completion of the First Doc, except in unusual circumstances.

If a student is experiencing problems with their faculty mentor at any time, the DCT should be contacted for assistance if the student does not think they can resolve the problem on their own. If the DCT is the faculty mentor that the student is having problems with, then the student should contact the DPT or another faculty member that the student trusts in order to help resolve the mentoring problems. If either student or faculty mentor wish to have the student change mentors, either party may initiate the process for the identification of a new faculty advisor for the student. Changes in mentorship should be discussed with the DCT in advance of such changes. All parties concerned must be notified of such changes, including the Program's Administrative Assistant. Of course, if possible, the advisor/student pair should discuss their plans with each other about a change of advisor regardless of who initiates the process and before discussing it with the DCT.

Any student whose advisor leaves or who chooses to switch advisors needs to complete a *Change of Advisor Form*, available online and in the Program Office.

## **Financial Aid**

Prior to the fall of 2017, all graduate students in the Program received guarantees of five full years of financial support. This support included tuition remission, a stipend (consisting of a Graduate Center Fellowship [GCF] of no less than \$25,000 per year), and health insurance eligibility. As of the fall 2017, however, all incoming students are guaranteed full tuition remission for 5 years, but due to university budget cuts, only a subset (between 2-3) of newly admitted students will be given GCF funding and eligibility for health insurance. Students who do not receive a GCF might be able to obtain financial assistance via student loans, college work-study, and/or serving as a research assistant on a grant-funded project. Students should contact the GC financial aid office for information about student loans and college work-study opportunities. Students should speak with the DCT and contact faculty members to find out if they have opportunities for paid research assistantships. The DCT will make an effort to update students in need of funding about opportunities as they become available.

Students are required to pay nominal student fees for technology and health insurance (for those eligible for it), regardless of their financial aid package. Students will also be able to earn money as college adjunct instructors once they have taken the Teaching of Psychology course. Students are eligible to teach 2 courses per academic year, but no more than one per semester (note that this limit does not apply to students beyond their 5<sup>th</sup> year, who may teach additional courses as a way

of obtaining funding). Accepted applicants receive a description of the support package with their offer of admission. Please retain this information, as it will be useful in your dealings with the Financial Aid Office at the GC, particularly if you are planning on obtaining student loans. Information about financial aid can be obtained from <https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Training-Areas/Clinical-Psychology-@-John-Jay-College/Tuition>

GCF funding packages include a service requirement. Typically, students who have fellowships with service requirements do research in their first year and serve as teaching assistants in their second through fourth years. Note that, beginning in 2019-2020, the Graduate Center has indicated that students receiving GCF's may be asked to complete TA assignments, which last for 3 years, at a CUNY campus other than their home campus (e.g., at City College, Baruch, etc.). Students are asked to rank their preferences prior to these assignments being made. At present, fifth year students are expected to serve as either "Writing Across the Curriculum" fellows at their campus (see <https://www.cuny.edu/about/administration/offices/undergraduate-studies/wac/> for more information), or serve as Research Mentoring Fellows in the John Jay Psychology Department. Students may teach independent courses to fulfill teaching requirements starting in their third year. Students may also teach their own course in place of being a teaching assistant, but would not be paid as an adjunct in this case. Note that students do not receive a stipend during their internship year from the school, but they do receive tuition remission for the dissertation supervision course, which they must register for, provided it is within their fifth year. Previously, John Jay College paid the tuition of students who were on internship if they were on it during their sixth year. That funding ended with the start of the 2017 academic year. According to the most recent Graduate Center tuition rates, students in their 6<sup>th</sup> year would need to pay \$2,260 per year (if a New York State resident). More information can be found here: <http://www2.cuny.edu/financial-aid/tuition-and-college-costs/tuition-fees/#1452182717032-f3e8599c-3e15>

Students are expected to fulfill any and all duties, as stipulated by protocol and/or their supervisor(s) relative to these service assignments. If confusion about such requirements arises (e.g., a student feels their TA duties are excessive), they are encouraged to attempt to resolve these issues directly with involved parties. If they are unable to resolve the issues informally, students are encouraged to consult the DCT about the matter. Students can contact another trusted faculty member first, but ultimately the DCT must know if problems exist. Students, regardless of their award type, are responsible for completing any and all forms and attending all training sessions as required by the GC or John Jay College to maintain their positions. Students who are funded on a faculty member's grant do not have to fulfill TA requirements if the grant is funding their stipend. They are providing research assistance in exchange for being funded by the faculty member. Students who receive only tuition remission as their funding also do not have to fulfill TA requirements. TA duties are determined by the course instructor in consultation with the Chair of the Psychology Department at the campus to which the student is assigned (e.g., Professor Wout, for John Jay College), so the DCT should be consulted in the event that there is a disagreement about assignment or workload.

Students may contact the GC's Office of Financial Aid, located at the GC in room 7201, by phone at (212) 817-7460 or email at [financialaid@gc.cuny.edu](mailto:financialaid@gc.cuny.edu). For more information, see <https://www.gc.cuny.edu/Prospective-Current-Students/Current-Students/Financial-Assistance>.

Students are not permitted to procure external employment during their tenure in the Program (see External Employment Policy below).

### **Health Services and Insurance**

The GC's Student Health service provides free care to all doctoral students, which includes check-ups, health screenings, and sick visits. Short-term health and counseling services are also provided by the GC Wellness Center free of charge. Information on student health and wellness services can be found here: <https://www.gc.cuny.edu/Prospective-Current-Students/Student-Life/Health-Wellness>. Students who receive a GCF are entitled to health insurance. Those who are employed as a research assistant (depending on the number of hours worked) and adjunct lecturer are also entitled to health insurance. Students are referred to the GC website for details <http://www.gc.cuny.edu/Prospective-Current-Students/Student-Life/Health-Wellness/Health-Insurance>. It is very important that students reassess their health insurance paperwork and status any time there is a change in funding. For questions, contact Scott Voorhees in the Office of Student Affairs at the Graduate Center (212-817-7406, [svoorhees@gc.cuny.edu](mailto:svoorhees@gc.cuny.edu)).

### **Office Space and Supplies**

The Program will assign each student an individual office space. Available office space includes four large bullpen offices. Offices will have a workstation and computer for each student who is currently taking courses. Students on internship who are still working on dissertation research may obtain shared space by making a specific request, along with rationale, to the DCT. Students who are working as research assistants/associates with faculty who have laboratory space at John Jay College may use such space as their offices in lieu of receiving separate student office space. Students are expected to maintain these offices in a neat, clean, and orderly manner. Students are also expected to furnish their own office supplies such as pens, paper, staplers, etc. Departmental office supplies are not available except for program activities; phones are also to be used for program purposes only.

### **Communication**

Students enrolled in the Program are technically students of the CUNY GC although their offices and most classes are housed at John Jay College. Students are required to hold identification cards and email accounts from both institutions. Students have access to the library and other resource of both institutions.

E-mail is the standard mode of communication between the Program, the GC, and students. Students are expected to use the e-mail facilities of the GC for all formal communications. Students are responsible for all information transmitted to them in Program Memoranda via the e-mail facilities of the GC and John Jay College. It is recommended that students retain a file of such communications in order to stay abreast of deadlines, dates of examinations, requirements, etc. Students who prefer to rely on another e-mail address should program their GC e-mail accounts to automatically forward any messages to their preferred account.

All students automatically obtain a GC e-mail account from the GC's IT Center ([HelpDesk@gc.cuny.edu](mailto:HelpDesk@gc.cuny.edu)). Students must inform the Program Administrative Assistant of their e-mail address. It is also best to use the GC email address for all official correspondence.

Students are provided with individual mailboxes. Student mail is distributed once each day. The Program's Administrative Assistant (Shakiera Duren) maintains a list of the addresses, e-mail addresses, and phone numbers of all students. If a student changes his or her address or phone number, the Administrative Assistant should be informed.

### **Identification Cards**

Students are required to procure identification cards from the GC and John Jay College. Identification cards allow students to gain access to, among other things, university buildings and libraries. Identification cards are issued by the respective campus Security Offices at John Jay College and the GC. Once procured, identification cards must be validated each semester. Validation stickers may be obtained in the Bursar's Office at the GC (8107.02), and the Department of Public Safety Office at John Jay (Room L2.61).

At John Jay College, students receive student ID cards with graduate stickers, which permit access to the building after hours and weekends. Information about these IDs will be available within the first two weeks of each semester.

### **John Jay Psychology Doctoral Student Council (JJPDS)**

The interests of clinical students are represented by elected student members of the John Jay Psychology Doctoral Student Council. In conjunction with student counterparts from the Psychology and Law doctoral program, the JJPDS prepares activities of interest to the student body including brown bag seminars, training opportunities, mentoring activities, resources related to diversity, and social activities. The Clinical Co-Chair (currently Alexandra Bonagura) and Clinical Deputy Co-Chair (currently Kristin Lynch) meet with the DCT and attend faculty meetings in order to represent student interests in relevant discussions, present student concerns, and report about faculty meetings to the students. The Curriculum Representative (currently Miriam Woodruff) acts as a resource for all students regarding curriculum related questions and policies. The Diversity Representative (currently vacant) works with the Diversity Committee to plan events and offer resources related to diversity issues. The Mentoring Program Officer (currently Ava Zwolinski) works with incoming students in both programs to provide resources and match students with upper-level student mentors. The Social Chair (currently Daniel Samost) organizes social gatherings for students. The JJPDS holds student meetings throughout the year in order to facilitate discussion among students, address student concerns, and report back to students about faculty meetings. All positions are elected yearly.

## **Program Policies**

### **Full-time Attendance**

The Program is based on full-time attendance, and only students who have a full-time commitment are admitted. Students enrolled in the Program cannot be enrolled concurrently in any other academic institution nor are they permitted to maintain external employment (see following section entitled *External Employment Policy* for specifics, including rules for students who do not receive a GCF).

### **Registration**

It is important that students register each semester within the time limit established by CUNY. Late registration is costly to the Program and the student. Students who fail to register by the final cut-off date will not be permitted to register by the registrar and will be administratively withdrawn from the program. Students would have to reapply to the program in order to resume. You must contact the DCT and Psychology EO if this happens to you and you want to continue in the program.

Registration is done online. The GC will send students an email letting them know when registration will start and end. Students should register as early as possible. If you get closed out of a required course, then you should contact the DCT immediately to get this rectified.

### **New York State Residency**

Students are required to establish in-state residency as soon as possible, and no later than the beginning of their second year in the program. Forms and detailed instructions for establishing residency are available in the Office of the Registrar at the GC (Room 7201). Students who fail to do so by their second year will be responsible for paying the out of state portion of their tuition. International students are unable to establish in-state residency and the Program will therefore pay their full tuition amount for five years.

### **External Employment Policy**

All students in the Program are matriculated as full-time student status, and therefore are prohibited from accepting outside employment of any kind while a student in the graduate program. Clinical experience in the form of clinical externship placements and clinical internship placements is not considered to be “employment”; thus, this type of assignment does not interfere with the Program’s prohibition of external employment (as long as students are registered in the appropriate course: Clinical Practicum I or Clinical Practicum II). This is true even if the extern is paid a stipend, so long as the activity is discussed with the DCT and documented in the student’s file as work towards the fulfillment of their degree.

Students who are working in a clinical externship placement cannot use the title of “psychologist.” You will not be able to use the title of “psychologist” until you have attained a license to practice psychology. Furthermore, job placement in which psychological tasks are undertaken must be under the direction and supervision of a licensed psychologist, as required by the Ethical Guidelines of the APA.

On-campus jobs, including teaching, research, or other (above the work-requirements for stipend) may be allowed at the discretion of the DCT provided the student is in good academic standing and that the appointment does not violate workloads established by the Graduate Center.

Although unusual, outside clinical positions may be approved at the discretion of the DCT, so long as the experience contributes to student training goals, clinical supervision is adequate, the student is in good academic standing, and the placement is less than 8 hours per week. When approved, such positions tend to be appropriate for more senior students (e.g., fourth year and beyond) and a letter detailing the position and supervision provided must be placed in the student’s file.

If you are not receiving a GCF, then you should speak with the DCT about the quantity and quality of external employment, which will need approval by the core clinical faculty. This is to make sure that the student is not overwhelmed by work obligations. The student will ideally be able to do work that is relevant to their education and training.

## **Confidentiality**

Students should consult the APA Ethical Principles on issues related to confidentiality. The principles of confidentiality apply to the work of psychologists in clinical and consulting relationships, in department committee work, in work as a teacher or teaching assistant, and in research settings. Students should also maintain the standards of confidentiality in storing and disposing of data, in reporting research results, and in instances where students become privy to sensitive information during the course of their practicum experiences.

Students should be aware the confidentiality policies extend to the use of social media (e.g., Facebook, Instagram), even when those platforms claim to be “private.” Sharing confidential information about clinical issues or other professional topics on social media is not appropriate. Students should also not engage in making unprofessional statements (e.g., making derogatory statements about clients, research participants, or students) in social media forums. Actions of these types will be considered instances of unethical behavior and will be addressed by the program as deemed appropriate by faculty.

## **Research Policies**

Specific rules and guidelines apply to both students and faculty who wish to conduct research at John Jay College. No student may conduct research without a faculty supervisor; all research projects must have a faculty member listed as an advisor. Students who wish to conduct research must first obtain approval from their faculty advisor. Students must then apply for and obtain ethics approval from John Jay College’s Human Research Protection Program (HRPP), which is the college’s Institutional Review Board (IRB). Ethical guidelines and information about the participant pool at John Jay College are outlined below.

## **Ethical Guidelines for Research**

All research conducted under the auspices of the Program must conform to the guidelines of the American Psychological Association. Any study, research, or investigation utilizing data that is collected from human participants (directly or indirectly) must be documented by approval of the John Jay College Human Research Protection Program (HRPP) or the CUNY HRPP. The CUNY Human Research Protection Program (HRPP) is responsible for the protection of the rights and welfare of human subjects in research projects conducted at CUNY or by CUNY faculty, staff, students, and Research Foundation staff. The program provides oversight, administrative support, and educational training to ensure that CUNY research complies with federal and State regulations, University policy, and the highest ethical standards.

Prior to the commencement of an investigation, students are required to submit a research proposal to the John Jay College HRPP Coordinator’s Office for ethics review. For detailed information on the procedure for submitting a research proposal, please see the John Jay College HRPP website at <http://www.jjay.cuny.edu/human-research-protection-program-formerly-irb>.

If the John Jay College HRPP's office determines that the research is either exempt or expedited, the student is notified and research may commence. If it is determined that the research requires full review, the research is referred to the centralized CUNY HRPP for further review.

Researchers must remain aware of their project's HRPP approval expiration date. HRPP approval is granted for one year only and no research, including data analysis, is permitted once the approval expires. In order to continue data collection, researchers must renew HRPP approval. Once approved by the HRPP, the research to be conducted is recognized by John Jay College and subsequent steps in the research process may be followed.

## **Protection of Human Subjects**

As stated above, in order to carry out any research (whether for a First Doctoral Exam, dissertation, funded or unfunded, and whether the data are collected at John Jay College or at another site), it is necessary to receive approval regarding the protection of human subjects.

In order to obtain approval, students must first (that is, before beginning their HRPP proposal) complete the Collaborative IRB Training Initiative (CITI) in order to obtain certification to work with human subjects. CITI may be accessed at <https://www.citiprogram.org>. CITI is a well-respected, web-based training product that was designed, and is updated and maintained, by a number of nationally recognized IRB professionals and is housed at the University of Miami. The CITI is designed around topic-specific modules, each followed by a short quiz. CITI certificates expire 3 years from the completion date. At that time, researchers must complete the refresher course. All students and faculty wishing to apply for IRB approval for a research project must submit a copy of their CITI certification with their proposal.

## **University Policies**

### **Admission Procedures**

Students are admitted into the Clinical Psychology Training Program at John Jay College based on an evaluation of their application materials as prescribed by the Graduate Center's Office of Admissions. The criteria for admission are based on Graduate Record Examination scores (verbal, quantitative, analytic, and Psychology advanced subtests), undergraduate and graduate transcripts, letters of recommendation, personal statements, and research/professional experience (note that the GRE requirement was waived for previous cycle due to the COVID-19 pandemic and has been removed as a requirement for admission to GC psychology programs). After an initial screening of credentials, potential students are invited for interviews by the faculty and by student representatives. Following interview day, the Admissions Committee ranks candidates who may be rejected, offered admission, or placed on a wait-list. Initial offers are typically made within 1 week of interviews, and additional offers to candidates on the wait-list are made after offers to initial candidates are declined. Candidates must notify the Program of their decision by April 15.

Applications for Admission to the Program are accepted once a year. The deadline for applications is December 1. Applications must be complete by that time in order for applicants to be considered for admission. Acceptances are offered during the following spring. Student selection and

admissions requirements can be viewed at <https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Training-Areas/Clinical-Psychology-@-John-Jay-College/Student-Admissions,-Outcomes,-Other-Data> and <https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Training-Areas/Clinical-Psychology-@-John-Jay-College>.

## **International Students**

An International Student Eligibility form must accompany applications for admission to the Clinical Psychology Training Program at John Jay College coming from international students. International students should contact the Graduate Center's Office of International Students, which is an extremely helpful resource for information regarding immigration regulations, visa status, employment issues, and full-time student status. Students can contact the Office of International Students, located at the GC in room 7200, by phone (212-817-7490) or by email (intstugc@gc.cuny.edu). All international students who are in the United States for the first time must apply for a social security card as soon as possible. CUNY payroll forms will not be processed without a social security number. Note that there are visa implications for clinical students on internship, which restrict certain internship sites options and may impact their ability to remain in the country for post-doctoral placements. This should be discussed with the Office of International Students and the DCT.

## **Course Credit**

Students are required to complete a minimum of 90 credit hours. Each course taken to fulfill program requirements toward graduation is worth 3 credit hours (although, Clinical Practicum I and II may be taken for 1 credit each; students electing to take these courses for 3 credits each will complete the program with a minimum of 102 credits). Although the Graduate Center allows up to 30 transfer credits, it gives programs the discretion to determine the exact number of transfer credits (up to 30) that each program will accept. As noted above, the Program will only accept up to 12 transfer credits even if the student is transferring credits from the master's program at John Jay College.

Fifteen course credits is the maximum number of credits a student is allowed to carry during any semester, and seven credits is the minimum.

For registration purposes, there is another type of credit (in addition to course credit) that is used for maintaining matriculation as a PhD student: Weighted Instructional Units (WIU). Students who have completed coursework and are completing dissertation or other research requirements must enroll in these credits to maintain matriculation. WIUs do not count toward the required credits for the degree. Students are to register for WIUs only with the permission of the DCT.

## **Status Designations**

For the purposes of determining tuition charges, all students are classified at one of three levels.

### **Level I**

Upon entry to the program, students are classified at Level I.

### **Advancement to Level II**

Advancement to Level II requires the completion of 45 credits and successful defense of the first doctoral research project.

### **Advancement to Level III**

Students are advanced to Level III after completing all coursework, passing the Second Doctoral Examination, and passing the Comprehensive Exam/Clinical Case Study. It is the responsibility of the student to notify the Program's Administrative Assistant, who will then submit to the Executive Officer, Form #3: Certification of required course-work completion (See current regulations regarding ABS, NGR, SP, and INC grades). Certification must be complete before a student is classified as Level III for tuition purposes.

### **Advancement to Candidacy**

One month prior to the oral defense of the dissertation, the student is advised to consult the staff of the Executive Officer at 212-817-8705 to be certain that all the requirements for the PhD degree at the City University of New York have been met. Before the student can sit for the oral defense, the following must have been satisfied:

- 1) Completed at least 90 graduate credits, with an average of B or better
- 2) Satisfied the statistics requirement with a grade of B or better
- 3) Passed the First Doctoral Exam
- 4) Filed an accepted topic proposal with the Executive Officer
- 5) Filed an accepted Dissertation Proposal with the Executive Officer
- 6) Satisfied all program requirements except for the Dissertation
- 7) Passed the Second Doctoral Examination
- 8) Passed the Comprehensive Doctoral Examination

The procedure is handled by the Office of the Executive Officer in Psychology at the Graduate Center and not by the Doctoral Program Office located at John Jay. Students are responsible for submitting all the required forms and documents. If a student is missing any of the requirements for candidacy, he or she will be so notified by the Executive Officer who also will notify the Program's Administrative Assistant. The student must be registered in the semester in which the degree is granted and also in the preceding semester.

### **Student Leave of Absence**

It is sometimes the case that unexpected emergencies or life events make full participation in the program difficult. Students in such situations should discuss their particular situation with the DCT as soon as possible, as it is frequently possible to make accommodations.

While it is generally preferable to maintain matriculation, and the Program has been able to successfully assist students in managing emergencies through a variety of mechanisms, students who for personal reasons (e.g., illness of their own or members of their family), find it necessary to suspend work toward the degree may apply for a leave of absence for up to one year. Such applications are in the form of a letter describing their situation. Students who are requesting a leave and who have incomplete courses pending should present, as part of their letter requesting a leave, their plans for completing their courses when they resume matriculation. It should first be submitted for approval to the student's advisor and the DCT and then to the Executive

Officer. A student may receive a maximum of four semesters of leave of absence. Students who feel they require additional leave will need to resign from the Program and reapply for re-admission at a later time when they are able to return to continue progress toward the degree. There is no guarantee, however, that a student will be readmitted.

A student on a leave of absence is not permitted to use the resources of the Graduate Center or of John Jay College (e.g., library, mentor consultation) and may not take any examinations. A student may not defend his or her dissertation during the first semester after he or she returns from leave. In other words, a student who has withdrawn and is subsequently readmitted may submit and defend the dissertation no earlier than the second semester after resuming active study. Finally, leaves of absence “stop the clock”; that is, they do not count toward the student’s time deadlines for satisfactory progress toward the degree.

### **En-route Master’s Degree**

Enrollment in the Program is for the purpose of working toward the PhD degree; however, an en-route master's degree is awarded by the Graduate Center to currently enrolled doctoral students who have fulfilled certain requirements. These requirements include a minimum of 45 GPA credits with an average grade of at least "B" (courses taken for "P" credit ordinarily cannot be included) and passing of the First Doctoral Examination. All students must be enrolled and have met their financial obligations to CUNY. Applying students must abide by the deadline for filing established at John Jay College.

### **Important Forms that Need to be Filed with the Graduate Center**

Students are required to file forms with the Graduate Center in order to move from one status level to the next and to get the en-route Master’s degree. In addition, there are other important forms for various requirements, such as forms that need to be filed for taking a leave of absence. All of these forms can be found at: <http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures>. If you have questions about the forms or how to complete them, call the Psychology Office at the Graduate Center at 212-817-8705.

### **Time Limit for the Degree**

In unusual circumstances, where the student’s progress toward the doctoral degree has been delayed because of illness, financial considerations, or other demands, the faculty will consider a petition from the student for an extension of the eight-year limit. Students who require time beyond the seven-year limit for completion of the PhD degree should, no later than two months prior to the end of the Spring semester of their seventh year, prepare, in conjunction with their advisor and the DCT, a contract setting forth a timetable of progress expected in the coming academic year. Further extensions must be requested annually and no later than two months prior to the end of each spring semester. These will be considered pending a review of the student's success in meeting the previous years' contract and the development of a new contract for the next academic year. Contracts will be discussed by the faculty during the semi-annual reviews of students' progress in the program. All extensions require the approval of the Executive Officer of the Psychology Program. Note: All first-year students are reviewed twice yearly (at the start and end of the spring semester). All students in the program are evaluated annually at the end of the spring

semester, except students who are having difficulties making satisfactory progress who are reviewed as frequently as is thought necessary.

### **Incomplete Grades**

Students who will not be able to complete course requirements for a given course must notify the course instructor prior to the end of the semester to request an incomplete grade (INC) and negotiate with the instructor a contractual schedule for completing all remaining course requirements. Students should be aware that instructors may choose not to accept late course completions. To resolve incomplete grades, students must fulfill their course obligations within the next two semesters in residence. If not completed in that time, the incomplete grades automatically will become Permanent Incomplete (INP) grades. Unless otherwise noted, students who have two or more pending INC's or permanent INP's will be targeted by the Registrar's office for automatic review by the Program each semester.

A student who has more than two pending incomplete (INC) grades at any time will be considered as not making satisfactory progress in the Program and will be asked to account for his or her failure to meet the negotiated timetable for completion of course work. To receive financial aid, students may not have more than two incomplete grades on their records.

### **“No Record of Progress” Grade**

A grade of “No Record of Progress” (NRP) is to be used for students at Level III who have not made progress on their dissertation research over the semester. The NRP grade provides a way for the dissertation adviser to indicate to the student and to the Executive Officer that the student is not making progress on his or her research. It is intended to bring all parties together to set in motion a plan to get the student's work on track toward successful completion.

### **Reasons for Termination from the Program**

Students must maintain the minimum GPA of 3.0 throughout their doctoral work and receive a grade of no lower than a B- in any one course. Any course for which students receive a grade lower than a B- must be repeated. If a comparable course will not be offered again, then students must arrange to take a similar course under the direction of the DCT and their advisor. Failure to maintain the minimum cumulative grade point average of 3.0 will result in placement on probation. Any student on probation must not only achieve a 3.0 cumulative average during the two successive terms following the term in which the deficiency occurred, but also maintain at least a 3.0 term average in any term in which he or she is on probation. Failure to meet either of these requirements will result in dismissal from the Program. The GC policy on satisfactory academic progress and termination can be found in the student handbook available here [http://www.gc.cuny.edu/CUNY\\_GC/media/CUNY-Graduate-Center/PDF/Publications/Student\\_Handbook\\_web.pdf?ext=.pdf](http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/Student_Handbook_web.pdf?ext=.pdf).

In addition to the above GPA requirements, students may be dismissed from further graduate psychology study under the following circumstances:

- 1) The student fails to abide by the standards of professional conduct required by the Program or student conduct required by the university (e.g., academic dishonesty, academic misconduct, etc.) or student conduct required of the profession (e.g., following appropriate mental health laws; abiding by APA Ethical Standards— such as, students are not allowed

- to date or socialize with current or former clients, even clients they met only once),
- 2) The student receives unsatisfactory final evaluation ratings from their supervisors(s) at 2 consecutive externship placements, which includes an overall rating below a 3 and comments indicating that the student is not doing clinical work at the appropriate level or failing an externship,
  - 3) The student fails to maintain satisfactory progress in course work and/or progress toward degree/research (the Program may recommend dismissal regardless of grade point average), or
  - 4) The student disregards the need for approval from the DCT for mental health-related work (paid or otherwise) that they want to do in addition to their doctoral training.

## **Academic Honesty**

John Jay College and the Graduate Center are committed to the highest standards of academic honesty. Acts of academic dishonesty include, but are not limited to, plagiarism, (in drafts, outlines, and examinations, as well as final papers), cheating, submitting the same paper to fulfill assignments for different classes, bribery, academic fraud, sabotage of research materials, the sale of academic papers, and the falsification of records. An individual who engages in these or related activities or who knowingly aids another who engages in them is acting in an academically dishonest manner and will be subject to disciplinary action in accordance with the bylaws and procedures of the GC and of the Board of Trustees of The City University of New York.

Each member of the academic community is expected to give full, fair, and formal credit to any and all sources that have contributed to the formulation of ideas, methods, interpretations, and findings. The absence of such formal credit is an affirmation representing that the work is fully the writer's. The term "sources" includes, but is not limited to, published or unpublished materials, lectures and lecture notes, computer programs, mathematical and other symbolic formulations, course papers, examinations, theses, dissertations, comments offered in class or informal discussions, and includes electronic media. The representation that such work of another person is the writer's own is plagiarism.

Care must be taken to document the source of any ideas or arguments. If the actual words of a source are used, they must appear within quotation marks. In cases that are unclear, the writer must take due care to avoid plagiarism. The source should be cited whenever (a) a text is quoted verbatim, (b) data gathered by another are presented in diagrams or tables, (c) the results of a study done by another are used, (d) the work or intellectual effort of another is paraphrased by the writer.

Because the intent to deceive is not a necessary element in plagiarism, careful note taking and record keeping are essential in order to avoid unintentional plagiarism.

For additional information, please consult "Avoiding and Detecting Plagiarism," available at the Graduate Center in the Office of the Vice President for Student Affairs, (Room 7301), the Provost's Office (Room 8113), or on the web at [http://www.gc.cuny.edu/CUNY\\_GC/media/CUNY-Graduate-Center/PDF/Publications/AvoidingPlagiarism.pdf?ext=.pdf](http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/AvoidingPlagiarism.pdf?ext=.pdf)

## **Procedures to Be Followed in Instances of Allegations of Academic Dishonesty**

The GC's Policy on Academic Honesty provides for referral of cases of alleged violations to the Executive Officer of a student's program, where a three-member ad hoc faculty committee will review the evidence and recommend to the Executive Officer whether formal disciplinary charges are warranted. The Executive Officer then forwards the recommendation and the evidence to the Graduate Center's Vice President for Student Affairs. The Vice President for Student Affairs, under Article 15 of the CUNY Bylaws (Student Disciplinary Procedures), confers with the Executive Officer and instructor, meets with the student, and otherwise further investigates the matter before deciding whether to proceed with resolution, conciliation, or formal disciplinary charges. Faculty "are encouraged to discuss the matter with the student, including possible resolution, but no student may be assigned a grade as a sanction without the student's agreement or a due process determination" (p. 17). Any such possible resolution, as well as any accusation, must be reported to the Executive Officer and the Vice President for Student Affairs.

Any student who has submitted a paper, examination, project, or other academic work not his or her own without appropriate attribution is subject to disciplinary charges. Such charges may result in the imposition of a grade of "F" or other penalties and sanctions, including suspension and termination of matriculation.

An accusation of academic dishonesty may be brought against a student by a professor, an Executive Officer, a program, a group of faculty, an administrator, or another student and must be reported to the Executive Officer.

The Executive Officer, upon initiating or receiving an allegation of academic dishonesty, shall appoint an ad hoc committee consisting of three members of the faculty. The function of this committee shall be to determine whether sufficient evidence exists to warrant levying formal charges against the student and to make a recommendation to the Executive Officer. The proceedings of the ad hoc committee shall be conducted expeditiously and should receive the minimum publicity possible. A recommendation by the ad hoc committee to levy formal charges shall be forwarded in writing by the Executive Officer to the Vice President for Student Affairs, who will then inform the student in writing of the nature of the allegations against him or her and initiate disciplinary proceedings.

Executive Officers and faculty are encouraged to consult with the Vice President at all stages of an inquiry regarding allegations of academic dishonesty.

## **Grievances and Appeals Procedures**

Both informal and formal procedures exist for students who have a grievance against another student, staff person, or faculty member, or who wish to appeal a decision of the faculty. Whenever possible, students are encouraged to resolve issues via informal means (i.e., through discussion with their advisors and/or the DCT).

For the most part, any problems that cannot be handled by the student's academic advisor/research mentor are handled by the DCT, the Executive Committee, or by the Program Ombuds Officer.

Students are informed that appeals of academic decisions, such as examination grades, as well as other grievances, may be made to the DCT within 30 days of the student's notification of the decision in question. If a resolution of the situation, satisfactory to the student and the DCT, is not reached, the DCT brings the appeal to the Exams Committee and Executive Committee within a further 30 days. Students always have the right to present their appeals or grievances directly to the Executive Committee. The Program's Ombuds Officer is readily available for confidential discussions with students who have unresolved problems with any aspect of the Program. The role of the Ombuds Officer is to serve as a neutral advocate for fairness, to listen, provide information, suggest options, and clarify institutional procedures for dispute resolution. The Ombuds Officer does not normally arbitrate or engage in any formal investigative proceedings, but with permission of the complainant may make appropriate inquiries and attempt to assist with resolving problem situations. Also, with the permission of the complainant, the Ombuds Officer helps ensure that the nature of a particular or general problem is brought to the attention of the DCT and/or Executive Committee.

The GC also has an Ombuds Officer for problems that are not resolved at the Program level. The role of this office is similar to the Program Ombuds Officer, to make appropriate inquiries and attempt to assist with resolving problem situations. Also, with the permission of the complainant, the GC Ombuds officer helps ensure that the nature of a particular or general problem is clarified with DCT and/or Executive Committee with hopes of informal resolution of disputes.

In the event that informal mechanisms prove insufficient, or if a student elects to pursue a more formal route, they may follow GC procedures outlined below. In the case of grade appeals, the student has 30 days following written notification of the Program's Executive Committee's decision to appeal to the Executive Officer of Psychology and the GC Provost's Office.

There are separate GC procedures outlined for academic grade disputes, administrative grade disputes, and for disputes about terminations. All are detailed in the GC Handbook page 64-65. For complaints about faculty conduct, the student is referred to policy in the GC Handbook, found on p. 66. For complaints involving sexual harassment, students are referred to the GC Handbook, page 68 (see also Appendix 6). The GC Handbook outlining these policies can be found at: [http://www.gc.cuny.edu/CUNY\\_GC/media/CUNY-Graduate-Center/PDF/Publications/Student\\_Handbook\\_web.pdf?ext=.pdf](http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/Student_Handbook_web.pdf?ext=.pdf). Students who have complaints pertaining to harassment or discrimination may also wish to talk to the Affirmative Action/Employment Planning Officer at the GC if the complaint deals with faculty or staff. When an alleged action violates state or federal law, the student need not follow the GC's complaint procedure and may investigate or pursue legal action.

### **Discrimination Complaints**

Students who experience microaggressions or other instances from discrimination from faculty or other students may initiate complaints. The process of pursuing complaints regarding discrimination is complex. On the one hand, the APA ethics code encourages psychologists to attempt address suspected unethical behavior through discussion and informal resolution. On the other hand, some types of unethical behavior (e.g., instances of severe sexual harassment that exceed the standard of what a "reasonable person" would find inappropriate) must be reported and cannot be resolved through informal means alone. Students and faculty are encouraged to use

informal means to address and resolve single instances of unintentional microaggressions. Further, given that power imbalances exist in student-faculty relationships, discussions about discrimination complaints may be facilitated by a third party of the student's choice, such as the diversity mentor, DCT, or advisor. In instances where discrimination is persistent or exceeds the typically recognized "reasonable person" standard, formal complaints should be initiated to the John Jay Title IX Officer (Gabriela Leal, [glead@jjay.cuny.edu](mailto:glead@jjay.cuny.edu)), who will review the complaint and take formal action. Complaints that do not rise to this level but that also have not been resolved by informal means can also be brought to representatives of the JPDSC who will then forward the complaint and accompanying information to an anti-discrimination committee which will consist of three elected faculty members. The purpose of this committee is to advocate for students who are victims of discrimination, harassment and/or retaliation and hold faculty member and student perpetrators accountable for the effects of their actions.

The committee is selected through a democratic process. The JPDSC will send a call for nominations for individuals who may serve on the committee. Students will also have the opportunity to indicate who they believe cannot and should not serve on this committee, and anyone named by students in this regard will not be included in the subsequent election process. The JPDSC will inform the faculty nominees of their nominations to which each faculty member has an opportunity to accept or reject the nomination. Those who accept will then be placed on a ballot where the students will have an opportunity to vote for the chair of the Complaint Committee as well as two other committee members. Results of the election will be announced by the JPDSC representatives.

### **Services for Differently-Abled Persons**

Both John Jay College and the GC provide support services and counseling for students with learning differences that affect their performance in the classroom setting. At John Jay College, such services are provided through the Office of Accessibility Services, which is located at Room L.66.00 and may be reached at (212) 237-8031. A full listing of specific services offered by this program is available at <http://www.jjay.cuny.edu/accessibility>.

Individuals who are differently abled and are requesting special services or equipment at the GC should refer to the Vice President for Student Affairs, who is the 504/ADA Coordinator (Room 7301; 817-7400). For more information (with confidentiality) contact Sharon Lerner or Elise Perram (212-817-7400 or [disabilityservices@gc.cuny.edu](mailto:disabilityservices@gc.cuny.edu)) and consult the Graduate Center Student Handbook. The GC and John Jay College do not discriminate on the basis of ability in the admission and retention of students or the employment of faculty and staff.

### **Formal Degree Requirements**

1. Completion of 90 credits (including all required courses) with an overall average of B or better. (Note: A maximum of 12 credits, at the discretion of the Director of Clinical Training, may be transferred from another degree program)
2. Successful completion of the non-credit bearing courses: First-Year Clinical Experience and Psychopharmacology
3. Successful completion and oral defense of the First Doctoral Examination
4. Successful completion and oral defense of the Second Doctoral Examination
5. Successful completion and oral defense of the Dissertation Proposal

6. Successful completion of the Comprehensive Doctoral Examination/Clinical Case Study
7. Teach at least one undergraduate course in psychology
8. Complete the online Child Abuse Reporting Training (required in NYS)\*
9. Complete the online CITI Research Training
10. Become a member of at least one professional organization in psychology
11. Present the results of research at (at least) one national professional conference or meeting
12. Present at least one Clinical Case Conference
13. Successful completion and defense of the Dissertation (Third Doctoral Examination)
14. Successful completion of a one-year, program-approved internship

\*Completed during the “Ethical and Legal Issues” course

# Appendices

## Appendix 1: Procedures for Completing the First Doctoral Examination

Students will design and complete the First Doctoral Examination under the supervision of their faculty advisors.

The First Doctoral Exam will consist of two parts: (1) a written paper and (2) an oral presentation and defense of the written work. The oral presentation will be in a conference presentation format that is open to the entire Program faculty and doctoral student body. Each student will be evaluated on this work by a committee of three doctoral faculty members, selected by the student or recommended by his or her advisor. The three members of the committee will be required to read and comment on the written paper.

### Meeting the Requirements for the First Doctoral Examination:

There are three ways to complete the First Doctoral Exam.

1. Presentation of a completed Master's thesis from a psychology program or related discipline.

To fulfill the First Doctoral Exam requirement with this alternative, students will be required to submit their thesis to the DCT for review. Theses from other programs will be accepted as fulfilling this requirement if they are research based, relevant to psychology and/or law, and are considered to be of an appropriate level of scholarship by the Program. The role of the Committee in reviewing a completed Master's thesis is solely to determine if the thesis constitutes a scientific research project, not to grade the quality of the project. Once the written portion of the thesis is approved, students will give an oral presentation of this research to their fellow students and the faculty.

2. Completion of a manuscript for a research project with original data analysis.

This option requires that students write a manuscript-style paper reporting on the results of an empirical research project. This research project can be either work on his/her advisor's pre-existing research or on the student's own research. Students who choose this alternative are expected to have had some significant responsibility for the completion of the research project, even if the original research question, design, and/or hypotheses were generated by their advisor. The level of responsibility will be as deemed appropriate by the advisor, but must include original data analysis by the student. The literature review, methods write-up, results, and discussion should primarily be the work of the student. Students will also be permitted to satisfy this alternative by conducting an empirical research project of their own design. Once papers are approved by the committee, students will complete oral presentations of their papers.

3. Completion of a theoretical or critical thinking paper reviewing an area of psychology that ties that area into the rest of the field as a whole (note that this option is rarely chosen and would need to be approved by the faculty advisor).

To fulfill the First Doctoral Exam requirement with this alternative, students are required to write

a theoretical or critical thinking paper. The paper should investigate the research in an area of psychology in depth, and discuss the relationship of this area of research to the broader field of psychology. The topic of the paper is to be determined by the student, the student's advisor, and/or the committee. The goal of this paper should be to produce a publishable quality paper examining a topic area that could later be converted into a non-dissertation research project. After the paper is read by the Committee, the student will be required to complete an oral presentation of the paper.

#### Eligibility and Timeframe

Students may begin work on the First Doctoral Examination at any time subsequent to their entry into the Program. Students should defend their First Doc sometime during or before the first semester of their second year. The First Doctoral Exam must be completed by students prior to finishing 45 credits of coursework, including any transfer credits awarded. For this reason, while transfer credits may be approved in the first semester, they are not transferred in until the summer of the first year, thus giving the student who transfers credits time to complete the First Doc. If the First Doctoral Exam is not completed by the time 45 credits are earned, the student will be placed on academic probation. According to the rules of the University, students are not permitted (without special approval) to continue to register for courses before this requirement is met. The DCT will determine whether to give a student special permission to take courses while on probation and completing this requirement.

After passing the First Doctoral Examination and earning at least 45 credits, students will proceed from the Graduate Center's designation Level I to Level II. This affects tuition levels for the program, so students are encouraged to file necessary paperwork for level changes as soon as possible. All forms can be found here at: <http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures>

#### Evaluation of the Exam

The First Doctoral Examination will be graded on a pass/fail basis. Students can pass, pass with minor revisions, or fail. In order to complete the requirement, the student must earn a "pass" from a majority of his or her First Doctoral Examination Committee on the written component of the exam.

A grade of "pass" indicates that the student has completed the requirement and no revisions to the written work or additional oral defense of the written work will be required. If a student does not receive a "pass" or "pass with minor revisions," the Committee will suggest reasonable revisions to the project. The student will be required to re-submit the project with revisions to the Committee for its consideration.

The Committee may require an additional oral defense of the revised written work if a majority of the Committee members agree that an additional oral defense is required.

A grade of "fail" indicates that substantial revisions would be required in order to pass the Exam and that the student has failed to meet the minimum requirements of the Exam. The student will be required to re-submit a revised written paper and to orally defend that revised paper.

### In the Case of Failure

Students will not be permitted to enroll in classes beyond 45 credits without passing the First Doctoral Examination. Students may be permitted to continue in the Program for one year without taking classes, on a remediation plan, while making progress toward passing the exam, if it is deemed by the Program faculty that this is appropriate. The student will be required to withdraw from the Program if he/she fails to pass the First Doctoral Examination within that year.

### Forms and Format

The First Doctoral Examination process and description is available in the Program Office. All forms are found here: <http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures>.

## **Appendix 2: Procedures for Completing the Second Doctoral Examination**

The goal of the Second Doctoral Exam is to allow the student to investigate an area of psychology in depth and to prepare the student to develop a dissertation proposal that will make a significant research contribution to the field of psychology. The Second Doctoral Examination will take the form of an in-depth literature review in a clinically substantive area and consists of two parts: (1) a written paper and (2) an oral presentation and defense of the written work. This ensures that students maintain adequate breadth, as they move toward pursuing depth in their chosen area.

Students will select the topic for their paper with the concurrence of his or her advisor. The paper will be a systematic critical review, similar to those published in the journals *Psychological Bulletin*, *Psychological Review*, and *Clinical Psychology Review* with respect to topic, originality, timeliness, and coverage. That is, the review poses a conceptual or methodological question in a topic area, reviews the available literature on that question, and raises directions for future research or revision of a particular theory. The project is designed such that students should be able to adapt the literature review to serve as the introduction to their dissertation, should they choose to conduct their dissertation on the same topic. Most students do so, but some change their topics after the Second Doc defense. The student and the second doctoral exam committee must agree that the Second Doc is of publishable quality, and the student must submit an article based on it for publication and show proof that the manuscript has been received. The student is not required to publish the Second Doc because the publication process can sometimes take up to two years or more. The hope is that the Second Doc will get published and help the student to further develop a scholarly record.

The Second Doctoral Exam Defense and the Dissertation Proposal Defense can occur on the same day, but the meeting shall be bifurcated. Committees may or may not be comprised of the same members and adequate time should be reserved for both meetings in the event they are held concurrently.

### Eligibility and Timeframe

Students are eligible to begin work on the Second Doctoral Examination and Dissertation Proposal once they have successfully completed the First Doctoral Examination and 45 credits of coursework, including transfer credits. Students are required to notify the Program's Administrative Assistant immediately once they are prepared to present and defend their research so that the Second Doctoral Exam Defense may be scheduled in a timely manner.

### Committee Selection

The committee for the Second Doctoral Exam may include the likely members of the student's Dissertation Committee. The Proposal must contain at least three members; however, the committees need not be the same. The student's faculty advisor will chair the Committee. The Committee will also include at least two other members of the clinical faculty or other faculty who are eligible to serve on Program Doctoral Dissertation committees. The additional Committee members will be selected by the student, with the assistance of the faculty advisor. Students are required to provide each of their Committee members with a written copy of their Second Doctoral paper no later than three weeks prior to the oral defense.

### The Written Paper

The written paper will be an in-depth investigation of a specific topic area. The intent of the comprehensive written paper is to allow the student to investigate their area of research in depth. It is likely that this topic will be the basis for the dissertation, but it does not have to be the same topic as the dissertation.

### The Oral Defense

The student will be required to orally defend the written paper to the members of his or her Second Doctoral Examination Committee. The student will also be required to respond to any questions, on the topics covered in the presentation or on additional topics not covered in the presentation, posed by Committee members.

### Evaluation of the Examination

The Second Doctoral Examination will be graded on a pass, pass with revisions, or fail basis. In order to complete this requirement, the student must earn a “pass” from a majority of his or her Second Doc Committee. A “pass” indicates that the student has completed the requirement and no revisions to the written work or additional oral defense of the written work will be required. A “qualified pass” indicates that the student has completed the majority of the requirement, but that reasonable revisions are required before proceeding. The student will be required to re-submit the project with revisions to the Committee for its consideration. The Committee may require an additional oral defense of the revised written work, if a majority of the Committee members agree that an additional oral defense is required. A “fail” indicates that substantial revisions are required in order to pass the Exam and that the student has failed to meet the minimum requirements of the Exam. The student will be required to re-submit a revised written paper and to orally defend that revised paper.

### In Case of Failure

Students who fail to meet the requirements of their Committee more than once will be subject to a written remediation plan. If the efforts to remediate the student are not successful, the student will be required to withdraw from the program.

### Advanced Integrative Knowledge

Students are also required to demonstrate “Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas,” in the defense of their second doctoral exam or comprehensive doctoral exam/clinical case study. Advanced Integrative Knowledge can be demonstrated by showing integration of at least two basic discipline-specific content areas (i.e., affective, biological, cognitive, social, or developmental aspects of behavior) in an evaluated education experience. If the student chooses to demonstrate this integration in the defense of the second doctoral exam, integration of these areas is independently evaluated by students’ second doctoral exam committee members using the “Advanced Integrative Knowledge Evaluation Form” (see Appendix 8).

## **Appendix 3: Procedures for Completing the Comprehensive Exam/Clinical Case Study**

### Eligibility and Timeframe

In order to be eligible to take the comprehensive examination, students are required to have successfully completed both the First Doctoral Exam and at least one externship so that the student has enough clinical experience from which to develop a case study. Please note that the written comprehensive exams are no longer required. Students who were admitted to the program prior to 2016 have the option of taking them, but they can opt for the clinical case study instead. The comprehensive exam is an all-day written exam that covers the subjects of clinical case formulation and treatment plan development, ethics, diversity, and research methods/statistics. Students who take this exam will have to answer essay questions without the use of notes or other resources. The exam is graded by two faculty members and students can pass or fail. Any questions that are failed must be retaken the next time the comprehensive exam is given (e.g., it has traditionally been given in February and August). Students can retake a failed section as many times as necessary, but they cannot defend their dissertation proposal until after the comprehensive exam is fully passed.

### Case Study Format

Students must demonstrate their ability to link clinical theory, clinical science, and clinical practice via a written case study. The case study must be of a client that the student treated or evaluated. The case study follows the format of articles found in the journal *Clinical Case Studies*. In addition to the sections required of articles published in that journal, the student must also have sections on diversity and ethics. For more detailed description of the required sections in the clinical case study, see the section on the Comprehensive Examination above.

### Evaluation Procedure

Students must choose two clinical faculty members who will read and evaluate the case study. Students' advisors cannot be on the committee. The committee members will read the case study and decide together if the case study passes or fails. If the case study passes, then they will inform the student, the student's advisor, and the DCT. The DCT will send an email congratulating the student on passing the case study and a copy of that will go in the student's file. If the student fails, then the committee will inform the student of the changes that need to be made in order for the case study to pass. The student will be able to revise the case study until it passes. However, the student will not be able to move to Level III until the case study is passed.

### Advanced Integrative Knowledge

Students are also required to demonstrate "Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas," in the defense of their second doctoral exam or comprehensive doctoral exam/clinical case study. Advanced Integrative Knowledge can be demonstrated by showing integration of at least two basic discipline-specific content areas (i.e., affective, biological, cognitive, social, or developmental aspects of behavior) in an evaluated education experience. If the student chooses to demonstrate this integration in the comprehensive doctoral exam/clinical case study, integration of these areas is independently evaluated by students' respective committee members using the "Advanced Integrative Knowledge Evaluation Form" (see Appendix 8).

## **Appendix 4: Procedures for Completing the Dissertation**

### Eligibility and Timeframe

Students are eligible to submit their Dissertation proposal once the following requirements are successfully completed:

- 1) The First Doctoral Examination (i.e., written report filed and successfully defended)
- 2) The Second Doctoral Examination (i.e., written report filed and successfully defended)

Students must be a continuously enrolled, matriculated student at the Graduate Center until all degree requirements are fulfilled, including the filing of an approved dissertation in the library.

### Committee Selection

The Dissertation Committee is composed of a minimum of three CUNY doctoral-level faculty members, chaired by the student's faculty advisor. In consultation with his or her advisor, the student will choose at least two additional committee members to serve on the Committee (note that these committee members only need to be present at the dissertation defense, not the proposal defense). Note further that it is common for the Dissertation Proposal and the Second Doctoral Exam to concern the same topic and to be defended during the same meeting. These committee members are called "outside readers" and they can be CUNY faculty members, experts from other institutions, or other experts in the field who do not have faculty appointments. Outside readers must submit a copy of their curriculum vitae for approval by the Executive Officer of Psychology and the Dean of Science of the Graduate Center.

To have an outside member approved by the EO and Dean of Science, the following information must be included in a letter accompanying the proposed committee member's CV:

- Name of Student
- Psychology program (e.g., Clinical Psychology at John Jay)
- Dissertation Chair (Name & Signature indicating Chair's approval of requested outside reader)
- Title of Dissertation
- Name, title, and affiliation of proposed Committee member without a GC appointment
- A short paragraph explaining why this proposed committee member's credentials make him/her appropriate to sit on this particular dissertation committee

Submit the proper form for requesting an outside reader to the Psychology Program office at the Graduate Center. The form can be found here: <http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms,-Requirements-and-Procedures-for-Doctoral-Students-and-Faculty/Academic-Student-Progress-Forms-and-Procedures#sthash.Ple2Te6V.dpuf>

In reviewing these requests, the EO will look for evidence of independence of the outside reader (e.g., former graduates of the program or supervisors of the student may appear to lack the requisite independence), ability to mentor doctoral dissertation research (e.g., some indication of methodological, statistical, or substantive research expertise and quality of work and training), and, a substantive fit between the student's proposed project and the outside reader's

expertise (such that, the outside reader fills a gap that is not met with current committee members).

### Dissertation Proposal

The process of undertaking dissertation research requires that the student follow a series of formal procedures. The first of these is registering the topic proposal, which is based on a project that the student and advisor agrees is original and feasible to complete. To register the topic proposal, the student completes two copies of the Dissertation Topic Proposal Form (available here: <http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures>). A one-page summary of the student's proposed research is required, as well as the nomination of at least two faculty members for the Dissertation Committee, other than the Dissertation advisor. The dissertation advisor then approves the topic proposal and signs the two forms. One copy is sent to the DCT for approval. The second is sent to the Executive Officer.

### Dissertation Proposal Defense

The purpose of the dissertation proposal defense is to allow the student to orally defend the rationale and methods for the proposed dissertation research project. The student will have submitted the dissertation proposal to the dissertation committee at least 2 weeks before the defense. The defense consists of an oral presentation of the dissertation proposal. The presentation should last between 20-30 minutes and leave 20-30 minutes for discussion. The goal of the defense is to raise any concerns the committee or student might have about the proposal and to offer suggestions for improving the proposal if improvement is needed.

The date and time for the dissertation proposal meeting must be cleared with the Program's Administrative Assistant in consultation with the DCT, no later than three weeks prior to presentation. Ideally the meeting should not be scheduled at a time when core faculty and students are in classes. Each of the core faculty should be petitioned for a date that is convenient for them to attend. The Program Assistant will need at least a week to arrange a room, prepare, and distribute the announcement to the faculty and students. Because of demands on faculty and student time at the end of each semester, students are advised not to schedule a presentation at the end of a semester. The seminar is conducted by the Chair of the Dissertation Committee (the Dissertation Advisor) and consists of a 20-30-minute presentation made by the student regarding the essentials of the proposal, followed by general discussion and questions. Upon completion of the discussion, the dissertation committee meets to decide on whether to accept or reject the proposal or whether to accept it on the condition that changes are made. In cases where changes are required, they are to be submitted by the student no later than one month after the seminar. A report of the outcome of the examination (Recommendations of the Doctoral Dissertation Committee form) along with a copy of the approved proposal or the approved revision of the proposal (in which case the Approval of Amended Doctoral Dissertation Proposal form is also included) is sent to the Executive Officer in Psychology. These forms are specific to our Program and can be obtained from our Program's Administrative Assistant.

### Dissertation Defense

The final draft of the student's doctoral dissertation must be approved by the Dissertation

Committee. This evaluation is recorded on the Dissertation Evaluation Form, which is submitted to the Executive Officer in Psychology and the Dissertation Advisor. The evaluation permits the following choices: (i) Approved as the Dissertation stands, (ii) Approved, except for minor revisions, (iii) Not approved at this time because the dissertation requires major revisions, and (iv) Dissertation is unacceptable to readers.

The Dissertation Advisor contacts the Executive Officer and Dean of Science and suggests two people to serve as outside readers when all three members of the Dissertation Committee have approved the dissertation on the Dissertation Evaluation Form (either as it stands or with minor revisions). The outside readers are selected in consultation with the student. Students often suggest potential outside readers, but are not required to do so. Upon their agreement, copies of the dissertation are sent to the readers for their evaluation. That evaluation is made on the same Dissertation Evaluation Form. The Dissertation Committee plus the two outside readers constitute the five-member Oral Defense Committee. The two outside readers also must approve the dissertation on the Dissertation Evaluation Form and send it to the Executive Officer and the Dissertation Advisor at least two weeks before the oral defense. The defense is scheduled only if all the evaluations are in the acceptable categories.

#### Oral Defense of Dissertation

The Dissertation Advisor and other members of the Oral Defense Committee arrange the time and date for the final examination in consultation with the Program's Administrative Assistant. At least two weeks must be allowed for the Provost, at the request of the Executive Officer, to formally invite all members of the Oral Defense to participate in the final Examination. It is the responsibility of the student to see that all arrangements for the Oral Defense have been made. Because of demands on faculty and student time at the end of each semester, students are advised not to schedule a defense at the end of a semester. The Dissertation Advisor chairs the oral defense.

#### Evaluation Procedures

The Executive Officer provides the appropriate forms to evaluate the candidate's performance at the oral defense. The options open to the committee are: (i) Candidate passes, Dissertation is accepted as presented, (ii) Candidate passes, Dissertation is accepted with minor revisions, (iii) Dissertation must be resubmitted for approval by sponsor and two members of the oral defense committee, and (iv) Candidate fails the final examination with stated recommendations. The results and recommendations of the Oral Defense are decided by a majority vote of the five members. When revisions are required, the student will receive written notice from his or her advisor describing the changes to be made.

After the oral defense, the Dissertation Advisor submits the signed evaluation forms to the Executive Officer who informs the Provost and the Registrar of the results. If "minor" revisions are necessary, only the advisor need approve the revised dissertation and sign the form. If "major" revisions are necessary, all members of the dissertation committee must approve the revised dissertation and sign the form. Upon completion of the revisions, the Approval of Revised Dissertation Form is sent to the Executive Officer by the advisor for his or her signature who then informs the Provost and the Registrar. Students must complete the required revisions of their dissertations in a timely manner in consultation with their advisor. When the final version of the

dissertation has been accepted, and when all other requirements have been met, the candidate may then arrange with the Dissertation Secretary in the Library to submit the dissertation to the Graduate Center Library. The Dissertation Cover Sheet must be signed by the Executive Officer. The PhD degree is considered completed on the date that the dissertation is accepted for deposit in the Library. Students who successfully defend their dissertations prior to the completion of the one-year clinical internship must wait until they have completed their internship to deposit their dissertation in the library. The actual awarding of the degree takes place on: February 1, June commencement, or September 1.

The following are important and useful resources for all students involved in research:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.) Washington, DC: American Psychological Association Press.

Cone, J. D. & Foster, S. L. (1993). *Dissertations and theses from start to finish*. Washington, DC: American Psychological Association.

### Your Diploma

Your diploma will state your degree as being in “psychology” and not clinical psychology. This is the same diploma that all students receive from the GC.

### How the Program is Noted on your Transcript

Your transcript will state a note that the program is “PhD: Clinical Forensic Psychology.” This notes that the program is a clinical psychology program with a specialization in forensic psychology.

## **Appendix 5: New York State License in Psychology**

Statement regarding State Licensing in Psychology (11/21/02)

### General Purposes of State Licensing

In New York State, a Psychology license is required for use of the title, Psychologist, for fee for service. (Other titles, such as, psychotherapist or psychoanalyst are not so protected.) Please note that the term is generic, i.e., psychologist, and not clinical psychologist. The term is not legally required if you serve as a psychologist in a protected institution, such as a college or university, hospital or clinic. However, it is increasingly common for hospitals and clinics to require their psychologists to have a state license.

### Procedures and Requirements for State Licensing

State licensing requires passing the Examination for Professional Practice in Psychology (EPPP). However, one must qualify to be eligible to sit for the examination. Two processes are potentially available for such eligibility. One is graduation from a program, which is licensure eligible. The Clinical Psychology Training Program at John Jay College is a license-eligible program.

The information provided here only applies to licensing in New York State. Other states may have substantially different requirements and procedures. Students and graduates planning to work in other states need to investigate their policies and procedures.

The above information is based on Part 52.10 of the Regulations of the Commissioner of Education for the Registration of Curricula in Psychology (1/2/02) and is of a general nature. Individual students and graduates should consult the New York State Licensing Board for further details and in order to confirm the information provided here.

For further information, the student/applicant may write to the State Board of Psychology, Cultural Education Center, Room 3041, Albany, NY 12230. Information regarding licensure requirements may also be obtained at their Website: [www.op.nysed.gov](http://www.op.nysed.gov).

## **Appendix 6: Sexual Harassment Policy**

It is the policy of John Jay College and The City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all CUNY students, faculty, and staff. Harassment of employees or students based upon gender is inconsistent with this objective and contrary to the CUNY's nondiscrimination policy. Sexual harassment is illegal under federal, state, and city laws, and will not be tolerated within CUNY.

CUNY, through its colleges, will disseminate this policy and take other steps to educate the CUNY community about sexual harassment. CUNY will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the CUNY community who believe themselves to be aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the college to investigate the allegations.

It is a violation of CUNY policy for any member of CUNY University community to engage in sexual harassment or to retaliate against any member of the CUNY community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing; submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between a faculty member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or coworkers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

Amorous, dating, or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the CUNY community and any person for whom he or she has a professional responsibility. These dangers can include: that a student or employee may feel coerced into an unwanted relationship because he or she fears that refusal to enter into the relationship will adversely affect his or her

education or employment; that conflicts of interest may arise when a faculty member, supervisor, or other member of the CUNY community is required to evaluate the work or make personnel or academic decisions with respect to an individual with whom he or she is having a romantic relationship; that students or employees may perceive that a fellow student or coworker who is involved in a romantic relationship will receive an unfair advantage; and that if the relationship ends in a way that is not amicable, either or both of the parties may wish to take action to injure the other party.

Faculty members, supervisors, and other members of the CUNY community who have professional responsibility for other individuals, accordingly, should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment. For the reasons stated above, such relationships are strongly discouraged.

For purposes of this section, an individual has "professional responsibility" for another individual at CUNY if he or she performs functions including, but not limited to, teaching, counseling, grading, advising, evaluating, hiring, supervising, or making decisions or recommendations that confer benefits such as promotions, financial aid awards, or other remuneration, or that may impact upon other academic or employment opportunities.

Members of the CUNY community who make false and malicious complaints of sexual harassment, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

For more information, please refer to the GC's policy on sexual harassment. It can be downloaded at <https://www.gc.cuny.edu/About-the-GC/Provost-s-Office/Policies---Procedures/Detail?id=4953> [https://www.gc.cuny.edu/CUNY\\_GC/media/CUNY-Graduate-Center/PDF/HR/Policy/Policy-Sexual-Misconduct.pdf?ext=.pdf](https://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/HR/Policy/Policy-Sexual-Misconduct.pdf?ext=.pdf)

## Appendix 7: Case Conference Template

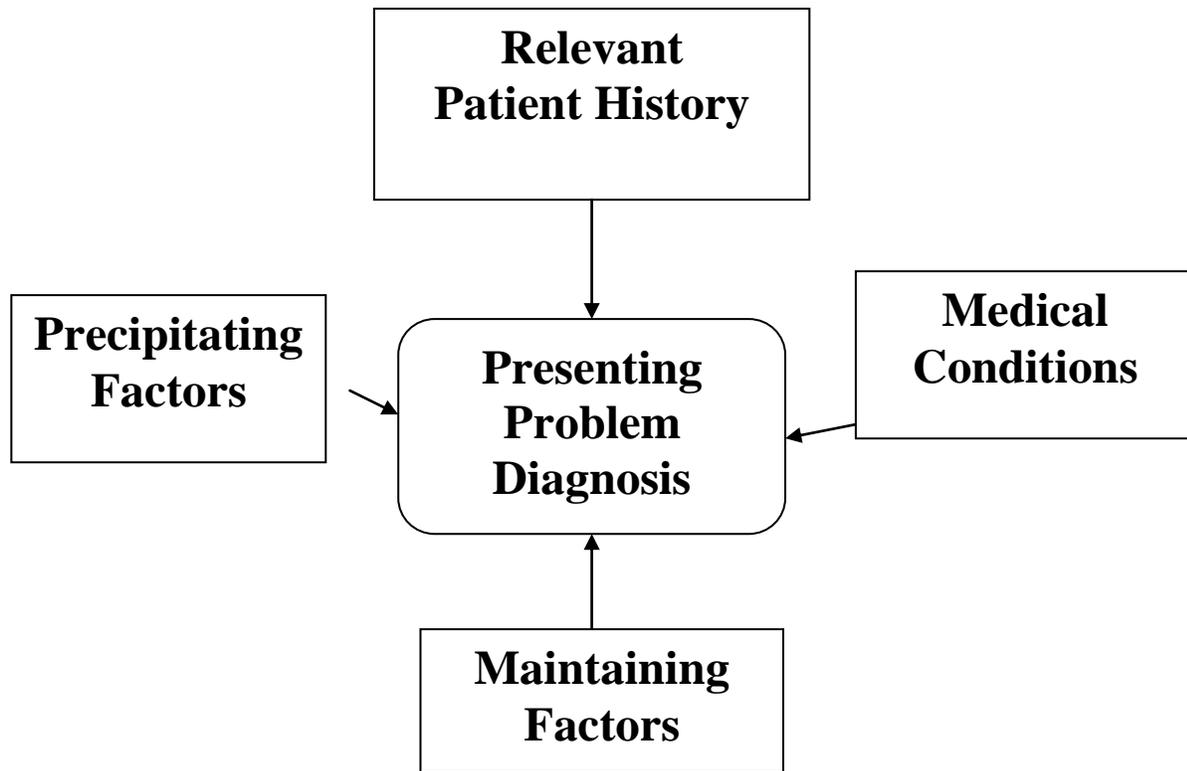
The model of training we have adopted includes Case Conference Presentations in which the student is considered a developing professional, already beginning to function and act like a clinical psychologist. The Case Conference Presentations are part of your professional development course requirements and serve a very useful teaching and learning function, as well as providing a valuable forum for discussing many aspects of clinical service delivery. This is an opportunity for you to demonstrate your developing clinical skills according to your level of training and externship experiences.

In developing your Case Conference Presentation, we have devised a standardized template that should generally be followed. You may add/delete components as they pertain to the case that you are presenting. It is recommended (although not required) that you prepare a PowerPoint Presentation for your Case Conference Presentation. Please use one of the following books as a guide: Eels, T. D. (2006). *Handbook of Psychotherapy Case Formulation, Second Edition*. New York: Guilford Press or Persons, J. B. (2012). *The Case Formulation Approach to Cognitive-Behavior Therapy*. New York: Guilford Press

1. Introduction and Overview of Case
  - a. Who is the patient (make sure to conceal identity) – include general demographic information
  - b. Setting in which patient was treated/evaluated
  - c. Presenting problem/Assessment question
  - d. Relevant Patient History
  - e. Therapist observations of patient's appearance/behavior
  - f. Discussion of any diversity issues that may be relevant to treatment
2. Assessment
  - a. Assessment instruments administered
  - b. Major findings
  - c. Rationale for choosing those assessments
  - d. Any further questions that arose from assessment
3. Diagnosis
  - a. Present initial diagnostic impressions including major symptoms presented required to meet diagnosis
  - b. Discuss diagnostic rule outs and rationale for choosing one diagnosis over another
  - c. Other information that may be needed to clarify diagnosis
4. Case Conceptualization/Formulation
  - a. Present initial case conceptualization. You can use the model depicted in Figure 1 as a guide.
  - b. Refer to Eels (2006), or Persons (2012)
  - c. Discuss various theoretical options for conceptualizing your case and provide rationale for choosing the one you did
  - d. Address diversity issues and how they may figure into case conceptualization

5. Treatment Plan
  - a. Based upon case conceptualization, what course of treatment was pursued
  - b. Rationale
  - c. Theoretical basis
  - d. Brief description of intervention
  - e. Describe main treatment goals/objectives
  
6. Course of Treatment
  - a. Describe major outcomes/milestones
  - b. Number of sessions
  - c. On-going assessment
  - d. Describe any change in case conceptualization
  
7. Treatment Outcome
  - a. What were major outcomes
  - b. Post treatment assessment
  - c. Prognosis
  - d. Recommendations
  
8. Challenges/Interesting facets of case
  - a. This is the opportunity to highlight challenges you faced with the case
  - b. Can ask for suggestions if case is on-going
  - c. Highlight interesting elements of case

Figure 1. Sample Case Conceptualization Formulation



## Case Conceptualization Tips

### Purpose:

- To develop a biopsychosocial evaluation of the person
- To discover the individual differences in persons with the same diagnosis
- To assess the etiology of a person's presenting problem

### Presenting Problem:

- "What is the main issue that brought you to therapy?"
- "Can you tell me a little more about that?"
- "How does that affect your life?"
- "How long has this been going on?"
- "What sorts of other things have you tried?"

### Precipitating Factors:

- "What brings you to therapy now?"
- "Is there anything going on in your life that has exacerbated your condition?"

### Maintaining Factors (this will vary according to theoretical orientation):

- What is maintaining the current problem
  - Dysfunctional beliefs "I always fail, so why bother trying"
  - Reinforcement – child gets attention from parents when they start to throw a temper tantrum
  - Coping style – avoidance – "if I don't think about it – it will go away"

### History

- Information on Clients' disorder
  - Duration
  - Frequency
  - Other family members have the same problem?
- Treatment History
  - Have they seen a therapist before? For this problem? For another problem?
  - What was that experience like? Why?
- What was their childhood like?
  - Relationship with family
  - Friends
  - Siblings
- Abuse history
  - Physical
  - Verbal
  - Sexual
  - Who was perpetrator of abuse?
- Relationship history (where appropriate)
- Sexual orientation
- Social History

**Case Conference Evaluation Form**

Name of Student: \_\_\_\_\_

Date: \_\_\_\_\_

Student's Year in Program: \_\_\_\_\_

Semester: \_\_\_\_\_

1. The presentation was generally well-organized. The speaker included relevant background information and presented it professionally.

1                      2                      3                      4                      5

far below      below              meets              above              far above  
expectations    expectations    expectations    expectations    expectations

2. The speaker made use of pertinent research findings (e.g., EBBP, other reference to literature) and current literature regarding psychopathology and treatment/assessment in supporting their assertions.

1                      2                      3                      4                      5

far below      below              meets              above              far above  
expectations    expectations    expectations    expectations    expectations

3. The speaker made use of data (multiple sources) to illustrate presenting problem, response to treatment, clinical decision making.

1                      2                      3                      4                      5

far below      below              meets              above              far above  
expectations    expectations    expectations    expectations    expectations

4. The speaker successfully integrated all aspects of this case, such as background information, presenting problem, diagnostic interviews, interactions with patient, and testing results (if applicable).

1                      2                      3                      4                      5

far below      below              meets              above              far above  
expectations    expectations    expectations    expectations    expectations

5. The speaker clearly presented a well-supported case formulation.

1                      2                      3                      4                      5

far below      below              meets              above              far above  
expectations    expectations    expectations    expectations    expectations

6. The speaker fielded questions well.

1                      2                      3                      4                      5

far below      below              meets              above              far above  
expectations    expectations    expectations    expectations    expectations

Overall Evaluation \_\_\_\_\_

Comments: \_\_\_\_\_

Pass \_\_\_\_\_

High Pass \_\_\_\_\_

Fail \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

## Appendix 8: Advanced Integrative Knowledge Evaluation Form

### Clinical Psychology @ John Jay College Advanced Integrative Knowledge Evaluation Form

Name of Student: \_\_\_\_\_

Title of Document: \_\_\_\_\_

The current evaluation is for the:    \_\_\_ Second Doctoral Exam  
  \_\_\_ Comprehensive Doctoral Exam/Clinical Case Study

Please indicate which of the below content domains the student discussed in one of the above documents:

#### **REQUIRED FOR APA**

(Choose 2 below)

- |  |  |
|--|--|
| 1. Affective: <input type="checkbox"/>     | 7. Diversity: <input type="checkbox"/> |
| 2. Biological: <input type="checkbox"/>    |  |
| 3. Cognitive: <input type="checkbox"/>     |  |
| 4. Social: <input type="checkbox"/>        |  |
| 5. Developmental: <input type="checkbox"/> |  |

#### **REQUIRED FOR JOHN JAY**

(Choose all that apply)

1. Affective:
2. Biological:
3. Cognitive:
4. Social:
5. Developmental:
6. Ethics:

Please describe how the student integrated **at least two of the first five areas** listed above in the document:

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Please rate your evaluation:

Pass

Revisions Required

Name of Evaluator: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 9: Clinical Case Study Evaluation Form

### Clinical Case Study Comps Evaluation Form

Students pass only if they receive a 2 or higher in each category below.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

<b>Background Information</b>		
1 Insufficient	2 Proficient	3 Advanced
<b>Presenting Problems</b>		
1 Insufficient	2 Proficient	3 Advanced
<b>Case Conceptualization</b>		
1 Insufficient	2 Proficient	3 Advanced
<b>Course of Treatment and/or Assessment Method</b>		
1 Insufficient	2 Proficient	3 Advanced
<b>Discussion of Diversity</b>		
1 Insufficient	2 Proficient	3 Advanced
<b>Ethical Principles</b>		
1 Insufficient	2 Proficient	3 Advanced
<b>Implication and Recommendations</b>		
1 Insufficient	2 Proficient	3 Advanced

**Rating Descriptions**

- Insufficient: Student demonstrated inadequate coverage of topic area; revisions are required
- Proficient: Student demonstrated satisfactory coverage of topic area
- Advanced: Student demonstrated thorough coverage of topic area; exceeds expectations

Please elaborate regarding suggestions for improvement or strengths of the case conceptualization:

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Name of Evaluator: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Appendix 10: Equitable and Inclusive Mentorship Guidelines**

### **EQUITABLE AND INCLUSIVE MENTORSHIP**

To usher in systemic changes in pedagogy and mentorship we first have to acknowledge that our institution, like other higher education institutions, is rife with a long history of ableism, sexism, ageism, colonialism, classism, heterosexism, racism, colorism, and religious and gendered biases. These prejudices are deeply ingrained in the organizations in which we were educated and in which we work. This is true for all actors within the system; administrators, staff, faculty, students, vendors, and trustees.

The recommendations below are offered with the intent of supporting a growth mindset and holding ourselves and each other accountable for increasing equity and inclusion across the Graduate Center Psychology Doctoral Programs that are housed in the Department of Psychology at John Jay College. As a small entity within a larger system and a larger socio-political context we may struggle to see the utility of individual and departmental changes. We may even fear that we may be disadvantaged by deviating from the status quo. These thoughts are valid and are signals that we are on track to begin working towards becoming equitable and inclusive mentors.

#### **Mentors Responsibilities to Doctoral Student Mentees**

1. Develop explicit statements of one's mentorship model and expectations of students. If students are expected to meet with advisor weekly, bi-weekly, monthly, verbalize the expectations and try to adhere to the schedule.
2. Meet and communicate with students regularly. Regularity is determined by student's level in the program and their individual needs, as well as by the stated mentorship model. First year students may require twice weekly meetings, whereas more advanced students may benefit from more independence in their work and fewer meetings per month. Communicate about any extended periods of absence (e.g., extended vacation) in advance, and be responsive to emails or other agreed upon forms of communication (responding within 24-48 hours on weekdays).
3. Provide guidance as to where students can find information regarding Graduate Center deadlines and resources. As an example, knowledge of travel grants, research funding and other resources should be known to all students at all levels of training. Knowing about resources that are available at later training levels, will help students to plan and complete the requisite benchmarks.
4. Self-awareness of one's own identities and a willingness to engage with students' many identities (e.g., race, ethnicity, sexual orientation, and identities relating to gender, age, religion, ableness, socioeconomic status, parenting status, etc.) make for fulfilling

mentor-mentee alliances. Self-awareness generally promotes the ability to be authentically connected to the mentor-mentee alliance.

5. Mentors are the primary guides for students regarding ethical issues and professional development. Commit to helping students navigate their doctoral program experiences, as well as their preparation to be ethical, supportive, and productive colleagues.
6. Be transparent about research lab policies and expectations, including authorship policies and expectations about contributing to projects in order to be included as an author. Once policies are developed that are consistent with the [APA guidelines](#), apply them equitably. Granting exceptions to the minimal contributions to a project and to the writing will ultimately result in biased and inequitable advantages and disadvantages.
7. Assure that the volunteer and work responsibilities on the research team, as well as the benefits from the work are distributed equitably.
8. If your mentorship model includes peer mentorship, a mentorship team, a mentorship committee, or other models, be sure to establish the responsibilities of each member, including a system for resolving disagreements among the members.
9. Work to cultivate one-on-one and group experiences that are welcoming, supportive, encouraging, safe, and also intellectually stimulating, challenging, and motivating.
10. Provide honest and timely feedback in ways that encourage growth mindset, acknowledge strengths, and are supportive. Written feedback is typically provided in 2 to 4 weeks, depending on the length of the document (or other products). When additional supports are needed (e.g., additional readings, accessibility services), provide recommendations and assistance in a manner that is sensitive and supports dignity.
11. Provide a space for mentees to provide honest feedback on the utility of mentorship model and lab policies without fear of retribution. Utilize colleague consultation if concerns about equity, safety, and inclusion emerge.
12. Support or provide training in the intersections between psychology and the legal system and those impacted by legal systems (e.g., juvenile justice, criminal courts, civil cases, child welfare, immigration, victims' rights). This area of social justice is the stated concentration area of the department and a unique contribution to society.
13. Provide guidance to students regarding their interests in understanding and pursuing social and criminal justice through research and application.
14. Provide direct training in the ethical conduct of research and assure that all mentees have completed the required human subjects and responsible conduct of research trainings.

15. Provide direct training in the evaluation of methodological rigor, and promote the dissemination of high-quality academic work. Whether the research is quantitative, qualitative, mixed-methods, experimental, community participatory, clinical trials, or other designs, the development of rigorous methodology is a cornerstone of doctoral research training. Successful application of the principles covered in classes is reliant on the mentor or mentorship team.
16. Provide direct training for discipline-specific reading, writing, and oral communication skills.
17. Examine all assigned and completed work from a multi-cultural, anti-racist, anti-colonialism and power imbalanced lens, continually raising questions regarding whether the work is positioned to contribute to the status quo or to shift the status-quo.
18. Establish collegial relationships with students, that observe professional boundaries. These could include engaging in small talk and using first names, but should not include illicit drug use, excessive drinking, engaging in romantic/sexual relationships, discussing intimate relationships with others, commenting on personal appearance in excessive detail, or using students as assistants for personal tasks, such as babysitting, shopping, or laundry.
19. Attend to students' personal well-being while observing professional boundaries. This means suggesting ways in which students can promote their own self-care.
20. Support students' career interests, career development, and the potential and pathways that students might pursue. This might include introducing students to colleagues and professional networks, and suggesting conference attendance and presentations.

### **Doctoral Student Mentees Responsibilities**

1. Accept primary responsibility for reaching short-term and long-term training goals. Develop goals each semester of the program and share these goals with primary mentor.
2. Work with mentor to develop an adequate training plan that is goal oriented and attainable and meets the program requirements. For example, develop thesis, dissertation, and other projects with mentor's feedback and set timelines.
3. Respond to mentor feedback within agreed upon timelines. Timelines should be revisited at each meeting. Communicate in a timely manner about any obstacles that may emerge that prevent adhering to agreed timelines.

4. Communicate about any extended periods of absence (e.g., extended vacation) in advance, and be responsive to emails or other agreed upon forms of communication (responding within 24-48 hours on weekdays).
5. Attend program required classes, meetings, programing.
6. Comply with all institutional policies and meet required milestones as stated in the student handbook.
7. Complete all Human Subjects and Responsible Conduct of Research trainings.
8. Adhere to the policies of the research team and conduct research requirements according to the guidelines agreed upon with mentor.
9. Focus on professional development and self-awareness, including a willingness to engage with and build alliances with mentors and supervisors who represent a diverse spectrum of identities (race, ethnicity, sexual orientation, gender identity, religion, regional...).
10. Examine your work from a multi-cultural, anti-racist, anti-colonialism lens, continually raising questions regarding whether the work is positioned to contribute to the status quo or to shift the status-quo.
11. Be intentional about seeking opportunities for academic and personal growth. Develop awareness of both strengths and weaker areas, and leverage training opportunities and mentorship to strengthen weaker areas.
12. Raising questions or concerns related to equity, inclusion, bias, harassment, regardless of the perceived perpetrator or affected individual (e.g., advisor, administrators, undergraduates). Utilize faculty support or the services of the [Ombudsperson](#) to address concerns.
13. Work to develop collegial peer relationships that are mutually supportive. Peer colleagues are essential for both social and academic support (e.g., peer reviewers). However, it is important to build respectful and reciprocal peer support that acknowledges restrictions in the sharing of intellectual ideas, as well as acknowledged time constraints (e.g., “if you read and review 5 pages for me, I will make time to read and review 5 pages of your work”).

As difficulties arise in communicating or executing the responsibilities indicated in this document, advisors and/or students are encouraged to seek support with the assistance of the director of the respective training program, the director of the Teaching and Learning Center at John Jay or the Graduate Center, or the Ombudsperson at the Graduate Center.